DOCUMENT RESUME

ED 236 313 CE 037 042

AUTHOR	Arman, Ruby L.; Arman, Mohammad R.
TITLE	Pre-Vocational Curriculum (Career Education) for 9th and 10th Grade Levels. (Teacher Guide).
INSTITUTION	Pittsburg State Univ., Kans. Dept. of Vocational-Technical Education.
SPONS AGENCY	Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
PUB DATE	30 Jun 83
NOTE	347p.; For the student study guide, see CE 037 043. Document may not reproduce well due to colored paper and some light type.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Aptitude Tests; Behavioral Objectives; *Career Choice; *Career Education; Decision Making; Employer Employee Relationship; Employment Interviews; Financial Support; Guidelines; Individual Characteristics; Instructional Materials; Interests; Job Application; *Job Search Methods; Learning Activities; Nonverbal Communication; Occupational Information; Portfolios (Background Materials); *Prevocational Education; Secondary Education; Self Evaluation (Individuals); State Curriculum Guides; Student Educational Objectives; Student Financial Aid; Units of Study; *Vocational Aptitude; *Vocational Interests; Work Environment
IDENTIFIERS	Dictionary of Occupational Titles; Kansas; Resumes

ABSTRACT

This curriculum guide consists of 17 units of study for use in a prevocational career education course geared toward ninth and tenth grade students. Covered in the individual lessons are the following topics: assessing personal characteristics, completing a personal aptitude inventory, assessing personal interests using the Dictionary of Occupational Titles, identifying occupational choices, identifying vocational and educational choices, making decisions, understanding how people communicate nonverbally, making educational or training plans, financing education or training, understanding the types of work available, understanding working conditions and physical demands, examining employer-employee relationships, obtaining information concerning job openings, preparing a resume, completing application forms, and interviewing for a job. Each lesson contains some or all of the following: lesson objectives; teaching aids; information assignments; references; an introduction to the unit; a presentation outline; classroom, laboratory, shop or other activities; a lesson review; a unit test; an answer key; information sheets; and assignment sheets. (MN)

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Pre-Vocational Curriculum
(Career Education)
for
9th and 10th Grade Levels
(TEACHER GUIDE)

Prepared by:
Ruby L. Arman, Graduate Assistant
and
Mohammad R. Arman, Graduate Assistant
Vocational-Technical Education Department
Pittsburg State University

Sponsored by:
The Vocational Education Administration Section
Kansas State Department of Education

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Willard Hall
Pittsburg State University
Pittsburg, Kansas 66762

June 30, 1983

CE037042

HOW TO USE THIS GUIDE

Instructional Units

The curriculum guide explores seventeen units of study for Career Education. Each unit is in the form of an instructional unit. Each unit is color coded. Within each unit are Lesson Objectives, Teaching Aids, Informational Assignments, References and an Introduction to the Unit (on white); Presentation Outline (on yellow); Classroom, Laboratory, Shop, or Other Activities, and a Lesson Review (on blue); Unit Test (on pink); Answer Key (on golden rod); Information Sheets and Assignment Sheets (on white).

Lesson Objectives

Each unit is based on measurable behavioral objectives. The objectives state the goals of the course in a manner whereby the teacher and the student will be able to identify changes in behavior expect to occur as a result of the instruction.

The objectives are stated in two forms. These are Lesson Objectives which state the subject matter to be covered in the unit and Lesson Review which state the student performance necessary to reach the Lesson Objectives. These objectives must be understood by the student so they will know what is expected of them. Teachers should feel free to add objectives.

Teaching Aids

Each unit contains a list of suggested items which can be used to saticfy the unit objectives. They may consist of filmstrips, pamphlets, transparencies, and other material which may be used to help teach the unit.

INFORMATIONAL ASSIGNMENT

EACH UNIT OF INSTRUCTION HAS INFORMATIONAL ASSIGNMENTS WHICH CONSISTS OF INFORMATION SHEETS AND ASSIGNMENT SHEETS.

REFERENCES

EACH UNIT OF INSTRUCTION HAS A LIST OF REFERENCES WHICH MAY BE OBTAINED FOR ADDITIONAL INFORMATION ON THE UNIT.

INTRODUCTION

EACH UNIT OF INSTRUCTION HAS AN INTRODUCTION WHICH MAY BE USED TO INTRODUCE THE UNIT.

PRESENTATION OUTLINE

EACH UNIT OF INSTRUCTION HAS A PRESENTATION OUTLINE FOR STEPS TO FOLLOW IN ACCOMPLISHING THE LESSON OBJECTIVES. THE OUTLINE WILL CONTAIN INFORMATION AND ACTIVITIES FOR BOTH TEACHER AND STUDENTS SAYING WHO IS RESPONSIBLE FOR CARRYING OUT THE ACTIVITIES. THE TEACHER SHOULD BEEL FREE TO ADD MATERIAL TO THE UNIT.

CLASSROOM, LABORATORY, SHOP, OR OTHER ACTIVITIES

EACH UNIT OF INSTRUCTION HAS CLASSROOM, LABORATORY, SHOP, OR OTHER ACTIVITIES WHICH LIST THE ACTIVITIES THE STUDENTS WILL PERVORM TO ACHIEVE THE OBJECTIVES OF EACH UNIT.

LESSON REVIEW

EACH UNIT OF INSTRUCTION HAS A LESSON REVIEW. THE LESSON REVIEW IS MADE UP OF QUESTIONS WHICH WILL HELP THE STUDENT TO EVALUATE THEIR PROGRESS.

UNIT TEST

EACH UNIT HAS A UNIT TEST AND THESE ARE FOR MEASURING STUDENT ACHIEVEMENT OF EACH OBJECTIVE.

ANSWER KEY

TEST ANSWERS AND ANSWERS FOR THE ASSIGNMENT SHEETS ARE PROVIDED FOR EACH UNIT.

INFORMATION SHEETS

THE INFORMATION SHEET PROVIDES CONTENT ESSENTIAL FOR ACHIEVING THE OBJECTIVES OF EACH UNIT. THESE SHEETS PRESENT BACKGROUND KNOWLEDGE NECESSARY FOR THE ASSIGNMENT SHEETS.

ASSIGNMENT SHEETS

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6. PARTICIPATE IN A DRESS-UP-FOR-A-JOB DAY.		
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   B. READ ABOUT AND GIVE AN ORAL REPORT.
   C. WORKING IN SMALL GROUPS.

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5. WRITE A SUMMARY ON NON-VERBAL COMMUNICATION.

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2. VIEW FILM: "DISCOVERY"

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4. VIEW AND DISCUSS SPIRIT MASTER 2, "ART AS SCIENCE, SCIENCE AS ART".

5. DO ONE OR MORE OF THE FOLLOWING ACTIVITIES:
   A. ORGANIZE A DEBATE ON THE ISSUE "TECHNOLOGY: MANKIND'S HOPE?"
   B. MAKE A COLLAGE OF MAGAZINE CUTOUTS.
   C. MAKE A LIST OF TEN MOST IMPORTANT ENVIRONMENTAL CONCERNS IN THEIR COMMUNITY.
   D. WRITE A RADIO SCIENCE DRAMA.
   E. MAKE A NEW LIST OF NEW JOBS THAT ARE CREATED BECAUSE OF MAN'S INVENTIONS.

6. WRITE A TECHNICAL SCHOOL OR COLLEGE TO OBTAIN LITERATURE.

7. SELECT AND LISTEN TO A VOCATIONAL COUNSELOR FROM AN AREA VOCATIONAL-TECHNICAL SCHOOL.

8. VISIT AN AREA VOCATIONAL-TECHNICAL SCHOOL.

9. SELECT AND LISTEN TO A COLLEGE COUNSELOR.

10. THE GENERAL LEVEL OF EDUCATIONAL OR TRAINING DEVELOPMENT REQUIRED FOR THE OCCUPATION OF THEIR CHOICE.

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4. THE TYPES OF FINANCIAL AID THAT WOULD BEST SUIT YOUR NEEDS.

5. THE DUTIES AND RESPONSIBILITIES PERTAINING TO THE REPAYMENT OF LOANS.

6. PLAN A TENATIVE BUDGET.

7. DEVELOP A TIME SCHEDULE SHOWING THE AMOUNT NEEDED PER WEEK TO MEET BUDGET NEEDS BY GRADUATION TIME.

8. ASK SPEAKER TO EXPLAIN THE DIFFERENT TYPES OF:
   A. LOANS.
   B. GRANTS.
   C. SCHOLARSHIPS.

9. WRITE AN INSTITUTION TO FIND THE ESTIMATED COST FOR ONE YEAR'S ENROLLMENT AND REPORT FINDINGS TO CLASS.

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3. THAT JOBS ARE CLASSIFIED INTO RELATED GROUPS.

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5. PARTICIPATE IN FIELD TRIP.

6. WRITE A REPORT ON THE FIELD TRIP.

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2. THE SEVEN WORKING CONDITIONS.

3. THE SIX TYPES OF PHYSICAL DEMANDS.

4. VIEW FILM "WORKING CONDITIONS AND PHYSICAL DEMANDS."

5. WRITE DOWN ON PAPER THE CODE NUMBERS AND LETTERS THAT BEST DESCRIBE THE WORKING CONDITIONS AND PHYSICAL DEMANDS OF WORKERS IN THE FOLLOWING OCCUPATIONS, AND DISCUSS IN CLASS.
   A. PAINTER
   B. CHEMICAL WORKER
   C. AIRLINE PILOT
   D. TRAFFIC CONTROLLER
   E. NEWSPAPER REPORTER
   F. PHYSICAL THERAPIST
   G. MEAT DRESSER
   H. SURVEYOR

6. ACT OUT ALL THE TYPES OF ACTIVITIES PORTRAYED IN EACH PHYSICAL DEMAND GROUP THEY ARE ASSIGNED AND NAME THREE JOBS REQUIRING THAT PHYSICAL DEMAND.

7. COMPLETE WORKSHEET AS-12-1.

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   B. AS-13-4,5,6.

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	5. HOW THE EMPLOYER WOULD USE YOU RESUME IN CONSIDERING YOU FOR EMPL MENT.	
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4. READ INFORMATION SHEET, "SUGGESTIONS FOR FILLING OUT AN APPLICATION".		
	5. MOST COMPANIES HAVE APPLICATIO THAT MUST BE COMPLETED BEFORE EMPL MENT IS POSSIBLE.	
6. READ INFORMATION SHEET 6, "THE NEED FOR A SOCIAL SECURITY NUMBER".		
7. FILL OUT A SOCIAL SECURITY NUMBER APPLICATION FORM.		
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2. THE PURPOSE OF THE INTERVIEW.

3. PREPARATION PROCEDURES AN INTE VIEW.

4. LIST OF QUESTIONS YOU MAY WANT TO ASK IN A JOB INTERVIEW.

5. LIST THE QUESTIONS, YOU AS A PROSPECTIVE EMPLOYER, MAY WANT TO ASK SOMEONE IN AN INTERVIEW.

6. COMPLETE ASSIGNMENT SHEETS.

7. WHAT EMPLOYERS LOOK FOR DURING AN INTERVIEW.

A BRIEF DESCRIPTION OF
PRE-VOCATIONAL CURRICULUM

by: Mohammad R. and Ruby L. Arman
at: Pittsburg State University

THIS PROGRAM IS DESIGNED FOR USE IN MULTI-SERVICE AREA PROGRAMS AT THE 9TH AND 10TH GRADE LEVEL. THE OBJECTIVES OF THIS PROGRAM ARE TO:

1. INFORM STUDENTS OF THE DIFFERENT FIELDS OF CAREER CHOICES.
2. NARROW DOWN THE STUDENTS CAREER CHOICES BY INTEREST, CHARACTER, AND APTITUDE BY USING VARIOUS TESTING INSTRUMENTS AND PROJECTS.
3. INFORM THE STUDENTS ON MONETARY, SOCIAL, GEOGRAPHIC LOCATION, ETC., OF THAT CAREER AREA OF THEIR CHOICE, USING RESEARCH METHODS.
4. MAKE THE STUDENTS AWARE OF THE CAREER AREAS THEY ARE INTERESTED IN AND CAPABLE OF PREPARING FOR.
5. ENABLE THE STUDENT TO START PREPARING FOR A CAREER OF THEIR CHOICE.
6. EXPOSE THE STUDENT TO OBSTICALS WHICH WILL BE FOUND IN THE WORLD OF WORK SUCH AS HOW TO FILL OUT AN APPLICATION FOR EMPLOYMENT, EMPLOYER-EMPLOYEE RELATIONSHIPS, AND WORKING CONDITIONS AND PHYSICAL DEMANDS.
7. ENLIGHTEN THE STUDENT ON HOW TO:
    - A. PREPARE A RESUME.
    - B. INTERVIEW FOR A JOB.
    - C. OBTAIN INFORMATION CONCERNING JOB OPENINGS.

TEACHER GUIDE

THE TEACHER GUIDE CORRESPONDS WITH THE STUDENT STUDY GUIDE. THEY ARE COLOR CODED AS FOLLOWS:

A. WHITE - COVERS LESSON OBJECTIVES, TOOLS AND MATERIALS, TEACHING AIDS, INFORMATIONAL ASSIGNMENT, REFERENCES, AND AN INTRODUCTION TO THE LESSON.

B. YELLOW - LESSON OUTLINE.

C. BLUE - CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES AND THE LESSON SUMMARY AND REVIEW.

D. PINK - UNIT TEST ITEMS.

E. WHITE - INFORMATION AND ASSIGNMENT SHEETS.

F. GOLDEN ROD (DARK YELLOW) - KEY FOR THE ASSIGNMENT SHEETS.

Lesson Plan # 1

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title PERSONAL CHARACTERISTICS ASSESSMENT

Technical Information Lesson ______ General /Guidance Information Lesson X

OR

Job Skill Demonstration Lesson ______

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

. LIST THE FIVE FACTORS WHICH MAKE UP YOUR PERSONALITY.

. EXPLAIN THE FOUR TYPES OF DEVELOPMENT PEOPLE GO THROUGH WHILE GROWING UP.

Tools and Materials:

1. FILMSTRIP, "GETTING TO KNOW ME", EYE GATE HOUSE, JAMAICA, NEW YORK, 11435, 1969.
2. FILMSTRIP, "LEISURE TIME", EYE GATE HOUSE, JAMAICA, NEW YORK, 11435, 1969.
3. FILMSTRIP, "YOUR PERSONALITY", GUIDANCE ASSOCIATES, 757 THIRD AVE., NEW YORK, NEW YORK, 10017.
4. GAME, MAKING SENSE OF OUR LIVES, ARGUS COMMUNICATION, 7440 NATCHEZ, NILES, ILLINOIS, 60648.

Teaching Aids:

Informational Assignment:

ANSWER THE QUESTIONS ON ASSIGNMENT SHEET:

AS- 1 -1 ABILITY TO FOLLOW INSTRUCTIONS.

Individualized Informational Assignment for Special Students:

References:

1. HARRIS, SYDNEY. WINNERS AND LOSERS, ILLINOIS: ARGUE COMMUNICATIONS, 1968.
2. HENRY, WILLIAM E. EXPLAINING YOUR PERSONALITY, SCIENCE RESEARCH ASSOCIATES, 259 ERIE STREET, CHICAGO, ILLINOIS, 1952.
3. RUSSON, ALLIEN R. BUSINESS BEHAVIOR, SOUTHWESTERN PUBLISHING CO., CINCINNATI, OHIO, 1964.
4. SINICK, DAVID. YOUR PERSONALITY AND YOUR JOB, SCIENCE RESEARCH ASSOCIATES, 259 ERIE STREET, CHICAGO, ILLINOIS, 1960.

Step 1 - Introduction for Preparation of the Student:

PROPER SPEECH, FRIENDLINESS, AND NEAT GROOMING ARE SOME OF THE ESSENTIALS FOR A GOOD FIRST IMPRESSION.

LESSON PLAN # 1

COURSE TITLE PRE-VOCATIONAL CURRICULUM

UNIT TITLE PERSONAL CHARACTERISTIC ASSESSMENT

PRESENTATION OUTLINE:

I. SHOW FILMSTRIP, "GETTING TO KNOW ME".
  A. DISCUSS WITH STUDENTS:
    1. ADOLESCENT "KNOW THYSELF".
    2. PHYSICAL DEVELOPMENT.
    3. MENTAL DEVELOPMENT.
    4. EMOTIONAL DEVELOPMENT.
    5. SOCIAL DEVELOPMENT.
    6. HOW TO ADJUST.

II. GUIDE THE STUDENTS IN DOING ONE OR MORE OF THE FOLLOWING ACTIVITIES.
  A. MAKE TWO COLUMNS.
    1. COLUMN ONE, LIST:
      A. FACTS ABOUT YOU.
      B. FACTS ABOUT YOUR APPEARANCE.
    2. COLUMN TWO, LIST:
      A. FACTS YOU CANNOT CHANGE.
    3. WHAT IS LEFT?
      A. HOW WILLING ARE YOU TO CHANGE?
  B. IN SMALL GROUPS:
    1. LIST WHAT YOU LIKE AND/OR DISLIKE ABOUT THE OPPOSITE SEX.
    2. COMPARE THE TWO LISTS.

III. FROM THE BOOK "MAKING SENSE OF OUR LIVES", SELECT A FEW GAMES.

   A. HAVE STUDENTS SELECT THOSE WHICH INTEREST THEM.

   B. DIRECT A CLASS DISCUSS AROUND THE GAMES WHICH ARE PARTICIPATED IN.

IV. ASK STUDENTS TO IDENTIFY AND DEFINE IMPORTANT PERSONAL CHARACTERISTICS.

   A. FACTORS WHICH MAKE ONE'S PERSONALITY.

      1. INITIATIVE.

      2. PERSEVERANCE.

      3. RELIABILITY.

      4. SENSE OF HUMOR.

      5. ENTHUSIASM.

      6. MANNER OF DRESS.

      7. PROMPTNESS.

         A. RELATE TO SCHOOL SETTING, ASSIGNMENTS, ETC.

V. HAVE A DRESS-UP-FOR-A-JOB DAY.

   A. EACH STUDENT SHOULD DRESS APPROPRIATELY FOR THE TYPE OF JOB THEY ARE INTERESTED IN.

   B. ABILITY TO FOLLOW INSTRUCTIONS (AS- 1-1).

      1. HAVE STUDENTS FILL OUT THE ASSIGNMENT SHEET.

      2. WHEN COMPLETED LEAD CLASS DISCUSSION AROUND THE INSTRUCTIONS AND HOW IT IS NECESSARY TO READ INSTRUCTIONS THOROUGHLY BEFORE ACTING.

VI. ASK A MEMBER OF THE LOCAL POLICE FORCE TO LECTURE ON CITIZENS AND THE LAW.

VII. ANALYZE JOBS IN TERMS OF PERSONALITY TRAITS NEEDED FOR SUCCESS.

VIII. GUIDE STUDENTS IN WRITING A BIOGRAPHICAL SKETCH.

   A. HISTORY OF STUDENT.

   B. ACCOMPLISHMENTS AND ACTIVITIES.

4

Lesson Plan # 1

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title PERSONAL CHARACTERISTICS ASSESSMENT

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. LET STUDENTS COMPLETE AS-1-1 "ABILITY TO FOLLOW INSTRUCTIONS".

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. WHAT ARE FIVE OF THE FACTORS THAT MAKE UP YOUR PERSONALITY?

    A. INITIATIVE
    B. PERSEVERANCE
    C. RELIABILITY
    D. SENSE OF HUMOR
    E. ENTHUSIASM
    F. MANNER OF DRESS
    G. PROMPTNESS

2. WHAT ARE THE FOUR TYPES OF DEVELOPMENT PEOPLE GO THROUGH WHILE GROWING UP?

    A. PHYSICAL DEVELOPMENT
    B. MENTAL DEVELOPMENT
    C. EMOTIONAL DEVELOPMENT
    D. SOCIAL DEVELOPMENT

Lesson Plan # 1

Course Title/No. PRE-VOCATIONAL CURRICULUM

Unit Title PERSONAL CHARACTERISTICS ASSESSMENT

Unit Test Items Oral, Written, or Performance:

MULTIPLE CHOICE:

1. THE DIFFERENT TYPES OF DEVELOPMENT PEOPLE GO THROUGH ARE:

   A. PHYSICAL, EMOTIONAL, MENTAL, AND SOCIAL.
   B. PHYSICAL, MENTAL, AND SKILL.
   C. PHYSICAL, MENTAL, SOCIAL, AND SKILL.
   D. EMOTIONAL, MENTAL, SKILL, AND SOCIAL.

2. WHICH FACTOR DOES NOT MAKE UP A PERSON'S PERSONALITY?

   A. INITIATIVE.
   B. PROMPTNESS.
   C. HAIR COLOR.
   D. MANNER OF DRESS

3. WHEN TAKING A TEST YOU SHOULD:

   A. ANSWER THE QUESTION FIRST, THEN READ THE INSTRUCTIONS.
   B. READ THE INSTRUCTIONS FIRST AND NOT ANSWER QUESTIONS.
   C. FIRST READ INSTRUCTIONS THOROUGHLY AND FOLLOW THE INSTRUCTIONS.
   D. FIRST READ INSTRUCTIONS PARTIALLY AND THEN DO WHAT YOU WANT.

TRUE OR FALSE:

1. IT IS IMPORTANT TO READ INSTRUCTIONS THOROUGHLY BEFORE STARTING ANY ASSIGNMENT.

2. GOOD PERSONALITY TRAITS ARE NEEDED TO BE SUCCESSFUL IN THE WORLD OF WORK.

3. A BIOGRAPHICAL SKETCH WILL INCLUDE A PERSON'S HISTORY AS WELL AS FUTURE ACCOMPLISHMENTS.

LISTING:

1. LIST FIVE OF THE FACTORS WHICH MAKE UP YOUR PERSONALITY.

   A.
   B.
   C.
   D.
   E.

Lesson Plan # 1

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title PERSONAL CHARACTERISTICS ASSESSMENT

KEY TO TEST:

MULTIPLE CHOICE:

1. A
2. C
3. C

TRUE OR FALSE:

1. TRUE
2. TRUE
3. FALSE

LISTING:

1. A. INITIATIVE
   B. PERSERVERANCE
   C. RELIABILITY
   D. SENSE OF HUMOR
   E. ENTHUSIASM (OR)
   F. MANNER OF DRESS
   G. PROMPTNESS

ASSIGNMENT SHEET

ABILITY TO FOLLOW DIRECTIONS

FOLLOWING DIRECTIONS: THIS IS AN INSTRUMENT USED TO STRESS THE IMPORTANCE OF CAREFULLY READING AND FOLLOWING DIRECTIONS. IT USUALLY POINTS OUT THE INABILITY OF STUDENTS TO FOLLOW GIVEN INSTRUCTIONS. IT SHOULD NEED NO EXPLANATION OTHER THAN PRELIMINARY TEACHER REMARKS.

YOUR NAME ______________________________

READ EVERYTHING BEFORE DOING ANYTHING. THE OBJECT OF THIS TEST IS TO POINT OUT THAT DIRECTIONS ARE MEANT TO BE FOLLOWED. STUDENTS OFTEN FIND AN ASSIGNMENT DIFFICULT NOT BECAUSE THEY CANNOT DO THE WORK, BUT BECAUSE THEY HAVE NOT FOLLOWED DIRECTIONS. THEY HAVE NOT FOLLOWED DIRECTIONS BECAUSE THEY DID NOT READ THEM CAREFULLY ENOUGH TO FULLY UNDERSTAND THEM. SOME OF YOU MAY EVEN SKIP READING THIS PRELIMINARY PARAGRAPH, BECAUSE YOU DO NOT THINK IT TO BE OF IMPORTANCE. THIS WOULD NOT BE WISE. SOME OF YOU TAKE LONGER TO DO THIS TEST, BUT IF YOU ARE ONE OF THE FIRST TO FINISH, TURN YOUR PAPER OVER AND WAIT PATIENTLY FOR THE OTHER TO FINISH.

1. PUT YOUR LAST NAME IN THE SPACE PROVIDED WHERE IT SAYS "NAME".
2. DRAW A CIRCLE AROUND YOUR NAME.
3. DRAW FIVE SMALL SQUARES IN THE UPPER LEFT-HAND CORNER OF THIS PAGE.
4. PUT AN "X" IN EACH SQUARE.
5. DRAW A CIRCLE AROUND EACH SQUARE.
6. UNDERLINE "ABILITY TO FOLLOW DIRECTIONS".
7. DRAW A CIRCLE AROUND EACH WORD IN DIRECTION NUMBER SIX.
8. PLACE AN "X" IN THE LOWER LEFT-HAND CORNER OF THIS SHEET.
9. DRAW A TRIANGLE AROUND THE "X" WHICH YOU HAVE JUST DRAWN.
10. ON THE REVERSE SIDE OF THIS PAPER, AT THE TOP RIGHT-HAND CORNER, WRITE 8950 AND 9850.
11. CALL OUT YOU FIRST NAME BEFORE WRITING ANY MORE ON THIS PAPER.
12. IF YOU THINK YOU HAVE FOLLOWED ALL DIRECTIONS UP TO THIS POINT, CALL OUT "I HAVE".
13. PUT YOU FIRST NAME IN THE MIDDLE OF THE BOTTOM OF THIS PAGE.
14. NOW THAT YOU HAVE READ EVERYTHING BEFORE DOING ANYTHING, AS YOU WERE INSTRUCTED IN THE OPENING PARAGRAPH, DO ONLY SENTENCES ONE AND FOURTEEN.

Lesson Plan # 2

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title PERSONAL APTITUDE INVENTORY (ASVAB)

Technical Information Lesson ________ General/Guidance Information Lesson ____
OR
Job Skill Demonstration Lesson ________

LESSON TITLE

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. EXPLAIN THE MEANING OF THE TERM ASVAB.
2. EXPLAIN THE DIFFERENCE BETWEEN AN ACHIEVEMENT TEST AND THE ASVAB.
3. GIVE A BRIEF DESCRIPTION OF THE SIX COMPONENT AREAS OF THE ASVAB.
4. GIVE A BRIEF EXPLANATION OF HOW THE SIX COMPONENT AREAS ARE RELATED TO OCCUPATIONAL CHOICES.

Tools and Materials:

1. FILMSTRIP - "DISCOVER YOURSELF", AND "STORY BEHIND THE NAME ASVAB", INSTITUTIONAL TESTING, MILITARY ENLISTMENT PROCESSING STATION, 2420 BROADWAY, KANSAS CITY, MO. 64108 (FREE)
2. PAMPHLETS - "YOUR FUTURE IS NOW", "HOW TO USE ASVAB RESULTS" (ENOUGH FOR EACH STUDENT), AND "TIME FOR DECISION" (ENOUGH FOR EACH STUDENT'S PARENTS). INSTITUTIONAL TESTING, MILITARY ENLISTMENT PROCESSING STATION, 2420 BROADWAY, KANSAS CITY, MO., 64108 (816-374-3735). (FREE)
3. THE ASVAB TEST, INSTITUTIONAL TESTING, MILITARY ENLISTMENT PROCESSING STATION, 2420 BROADWAY, KANSAS CITY, MO. 64108 (816-374-3735) (FOR INFORMATION ON SCHEDULING)
4. MANUAL - ASVAB REFERENCE CENTER (FOR THE INSTRUCTOR), INSTITUTIONAL TESTING, MILITARY ENLISTMENT PROCESSING STATION, 2420 BRADWAY, KANSAS CITY, MO. 64108 (816-374-3735) (FREE).

Informational Assignment:

READ INFORMATION SHEET

ANSWER QUESTIONS ON ASSIGNMENT SHEET.

Individualized Informational Assignment for Special Students:

References:

1. ASVAB REFERENCE CENTER, INSTITUTIONAL TESTING, MILITARY ENLISTMENT PROCESSING STATION, 2420 BROADWAY, KANSAS CITY, MO. 64108 (816-374-3735) (FREE).

Step 1 - Introduction for Preparation of the Student:

A PERSON'S APTITUDE CAN BE USED FOR MAKING OCCUPATIONAL CHOICES. THE AREAS OF STRENGTH AND WEAKNESSES CAN BE FOUND AND EITHER WORKED AROUND OR THE AREAS OF WEAKNESS CAN BE WORKED ON IN ORDER TO PREPARE FOR A CHOSEN OCCUPATION. A GOOD INSTRUMENT FOR MEASURING APTITUDE IS THE ASVAB. IT HAS BEEN TESTED NATION WIDE.

Lesson Plan # 2

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title PERSONAL APTITUDE INVENTORY (ASVAB)

Lesson Title:

STEP 2 - Presentation Outline:

I. WHAT THE ASVAB IS ABOUT

A. "YOUR FUTURE IS NOW" (PAMPHLET ONE TO EACH STUDENT)

1. WHAT IS THE ASVAB (ARMED SERVICES VOCATIONAL APTITUDE BATTERY)?

A. THE ASVAB IS A GROUP OF TWELVE TESTS THAT MEASURES A PERSON'S APTITUDE IN THE SIX SEPERATE CAREER FIELD AREAS.

B. IT PROVIDES AN INDICATION OF YOUR ACADEMIC ABILITY.

C. THE TESTS ARE:

1. GENERAL INFORMATION
2. NUMERICAL OPERATIONS
3. ATTENTION TO DETAIL
4. WORD KNOWLEDGE
5. ARITHMETIC REASONING
6. SPACE PERCEPTION
7. MATHEMATICS KNOWLEDGE
8. ELECTRONIC INFORMATION
9. MECHANICAL COMPREHENSION
10. GENERAL SHOP
11. SHOP INFORMATION
12. AUTOMOTIVE INFORMATION

D. THE SCORES ON THESE TESTS ARE COMBINED INTO SCORES ON THE FOLLOWING COMPOSITES

1. VERBAL
2. MATH
3. MECHANICAL
4. MECHANICAL
5. TRADE TECHNICAL
6. ACADEMIC ABILITY

2. THE REASON FOR TAKING AN APTITUDE BATTERY.

A. THE STUDENT SHOULD BE THINKING ABOUT THEIR FUTURE.

B. THEY ARE FACED WITH SOME VERY IMPORTANT CHOICES.

  1. SHOULD THEY GO TO COLLEGE?

  2. WOULD IT BE BETTER TO ENTER THE JOB MARKET?

  3. WHAT SPECIAL ABILITIES DO THEY HAVE?

  4. DO THEY NEED MORE TECHNICAL TRAINING BEFORE THEY CAN GET A GOOD JOB?

  5. HOW WILL THEY GET THIS TRAINING?

C. ANSWERS TO THESE AND SIMILIAR QUESTIONS MAY PLAY A BIG PART IN DETERMINING THEIR FUTURE.

D. THE STUDENT NEEDS AS MUCH INFORMATION AS POSSIBLE TO HELP THEM PLAN.

E. AN APTITUDE BATTERY HELPS THEM TO MEASURE THEIR POTENTIAL.

F. IT CAN GIVE YOU A GOOD INDICATION OF WHERE THEIR TALENTS LIE.

G. BY LOOKING AT THEIR COMPOSITE SCORES AND THEIR PERSONAL INTERESTS THEY CAN MAKE MORE INTELLIGENT CAREER DECISIONS.

H. NO MATTER WHAT THEIR AGE OR INCLINATION, THE ASVAB CAN BE VALUABLE TO THEM BECAUSE IT CAN TELL THEM MORE ABOUT THEMSELVES

I. THE ASVAB IS NOT A "PASS" OR "FAIL" TEST.

J. THE SCORES WILL ONLY SHOW HOW WELL YOU DID IN COMPARISON TO A REPRESENTATIVE SAMPLE OF OTHER STUDENTS IN THE UNITED STATES WHO TOOK THE SAME TESTS.

K. THEY HAVE A LOT TO GAIN AND NOTHING TO LOSE WHEN THEY TAKE THE ASVAB.

3. DOES THE STUDENT INCUR ANY MILITARY OBLIGATION BY TAKING THE ASVAB?

A. NO.

B. TAKING THE ASVAB DOES NOT DELIGATE THE STUDENT TO THE MILITARY IN ANY WAY.

C. THE STUDENT IS FREE TO USE THEIR TEST RESULTS IN WHATEVER MANNER YOU WISH.

D. THE ASVAB RESULT WILL NOT BE USED TO ENTER THE STUDENT'S NAME IN ANY DRAFT REGISTER.

4. WHEN WILL THE RESULTS BE RETURNED?

    A. THE ASVAB RESULTS ARE RETURNED TO THE SCHOOL SYSTEM WITHIN 30 DAYS OF TESTING.

    B. THE INSTRUCTOR OR COUNSELOR WILL BE ABLE TO PROVIDE A COPY OF THE COMPOSITE SCORES.

    C. ADDITIONAL INTERPRETATIVE DATA WILL BE PROVIDED IF THE STUDENT DESIRES MORE INFORMATION.

5. SPECIAL PREPARATION FOR THE ASVAB.

    A. THE ASVAB IS DESIGNED TO MEASURE ABILITIES YOU HAVE DEVELOPED OVER A LONG PERIOD OF TIME.

    B. IT REQUIRES NO STUDYING OR SPECIAL PREPARATION.

    C. THE STUDENT JUST HAS TO TAKE EACH TEST AND BE SURE TO DO THEIR OWN WORK.

    D. IT MAY BE HELPFUL FOR THE STUDENT TO KNOW ABOUT THE KINDS OF QUESTIONS THAT ARE ASKED.

        1. GO THROUGH THE SAMPLE QUESTION IN THE PHAMPHLET, "ASVAB YOUR FUTURE IS NOW."

    E. NO MATTER WHAT THEY WANT TO DO, THEY SHOULD REMEMBER THAT SUCCESS SELDOM COMES EASILY.

    F. HARD WORK WILL BE NECESSARY IF THEY HOPE TO COME OUT ON TOP.

    G. IT IS BETTER TO USE THEIR ENERGY WORKING AT SOMETHING THEY LIKE AND FOR WHICH THEY HAVE THE APTITUDE THAN TO WORK AT SOMETHING THEY DO NOT LIKE.

    H. HOPEFULLY, THE ASVAP CAN PROVIDE HELPFUL INFORMATION.

B. "TIME FOR DECISION", (PHAMPHLET)

1. HAVE EACH STUDENT TAKE ONE TO THEIR PARENTS.

    A. THIS PAMPHLET WILL TELL THE PARENTS ABOUT ASVAB.

    B. IT MAY BE NECESSARY TO MEET WITH PARENTS TO ASSURE THAT THE TEST IS FOR THE BENEFIT OF THE STUDENT AND IS NOT FOR THE USE OF THE MILITARY.

C. FILMSTRIP "STORY BEHIND THE NAME ASVAB."

1. VIEW AND DISCUSS MAIN IDEAS.

II. THE ASVAB TEST

A. TO BE ADMINISTERED BY A MILITARY REPRESENTATIVE.

B. ONE PROCTER FOR EVERY 40 STUDENTS.

1. PROCTER MAYBE THE INSTRUCTOR, COUNSELOR OR ADDITIONAL MILITARY REPRESENTATIVE.

C. DISTRIBUTE ASVAB TEST TO EACH STUDENT.

D. ADMINISTER THE TEST.

E. THE TEST ADMINISTRATOR WILL COLLECT AND SEND THE TESTS TO BE SCORE.

F. THE RESULTS OF THE ASVAB WILL RETURN IN APPROXIMATELY 4 WEEKS OR 30 DAYS.

1. "YOUR ASVAB RESULTS"

G. THE STUDENTS SHOULD PREPARE A REPORT SHEET ON PARENTS ATTITUDE TOWARD THE USE OF ASVAB.

III. THE ASVAB RESULTS

A. "HOW TO USE YOUR ASVAB RESULTS" (PAMPHLET)

1. THE STUDENT CAN FIND OUT WHAT THEIR APTITUDES ARE - AND CAN USE THEM TO EXPLORE SPECIFIC OCCUPATIONS AND CAREER FIELDS.

A. FROM THE ASVAB RESULTS SHEET, RECORD THE COMPOSITE GRADE AND SEX PERCENTILE SCORES (THE SCORES IN THE LOWER CHART) IN THE BOX TO THE RIGHT.

B. CIRCLE THE TOP TWO OR THREE COMPOSITE SCORES.

1. THESE SCORES SHOULD BE 15 TO 20 POINTS HIGHER THAN THE REST OF THE SCORES.

C. LOOK AT THE LIST OF SAMPLE OCCUPATIONS AND RELATED JOBS ON PAGES 6 TO 11 OF THE PAMPHLET, "HOW TO USE YOUR ASVAB RESULTS", AND MAKE A CHECK BESIDE THOSE IN WHICH THE STUDENT IS INTERESTED.

1. THE STUDENT SHOULD EXPLORE THESE JOB AREAS FURTHER.

D. WHAT'S THE VALUE OF THIS FOR THE STUDENT?

1. IT GIVES THE STUDENT SOME IDEAS ABOUT JOB AREAS THE STUDENT IS INTERESTED IN, RELATED TO THEIR BEST APTITUDE.

2. IT GIVES THE STUDENT AND THE INSTRUCTOR A CHANCE TO SEE IF THE SAMPLE OF JOBS THEY CHECKED FORM A GENERAL PATTERN OF OCCUAPTIONAL INTEREST.

3. IF THE POSITIONS THE STUDENT CHECKED REFLECT ALOT OF DIFFERENT INTERESTS, OR IF ALL OF THEIR COMPOSITE SCORES ARE ABOUT THE SAME OR EVEN IF THE SCORES ARE WIDELY SPREAD,ALL STUDENTS ARE REQUESTED TO TAKE THE INTEREST INVENTORY.

2. THE STUDENT CAN USE THE ASVAB RESULTS TO AT LEAST ACQUAINT THEIRSELF WITH THE VARIETY AND TYPES OF CAREER OPPORTUNITIES IN THE VOCATIONAL-TECHNICAL FIELD.

A. SINCE ASVAB IS A VOCATIONAL APTITUDE TEST, ITS PRIMARY VALUE IS IN RELATING THE TEST SCORES TO JOBS IN THE VOCATIONAL-TECHNICAL CAREER FIELDS.

1. IF THE STUDENT PLANS ON GOING TO COLLEGE, THEY SHOULD AT LEAST BE AWARE OF THE RANGE OF JOBS IN THE TRADES, WHAT SKILLS AND TRAINING THEY REQUIRE, AND HOW MUCH THEY CAN PAY.

B. THE STUDENT SHOULD ALSO KNOW THAT THE MAJORITY OF JOB OPENINGS DURING THE NEXT 5 YEARS WILL NOT REQUIRE A COLLEGE DEGREE.

1. ADDITIONALLY, DURING THE SAME TIME PERIOD, A LARGE NUMBER OF COLLEGE GRADUATES (ESTIMATED AT AROUND 900,000) WILL BE UNABLE TO FIND WORK IN JOBS RELATED TO THEIR MAIN FIELD OF STUDY.

2. THEY SHOULD CHECK OUT THE FUTURE POSSIBILITIES FOR EVERY JOB YOU ARE INTERESTED IN BY LOOKING IT UP IN THE OCCUPATIONAL OUTLOOK HANDBOOK PUBLISHED BY THE DEPARTMENT OF LABOR.

A. THE HANDBOOK CAN USUALLY BE FOUND IN THE SCHOOL LIBRARY, CAREER CENTER, OR COUNSELING OFFICE.

3. USE THE APTITUDE TEST RESULTS TO FIND OUT WHAT TYPE OF SKILLS AND TRAINING THE STUDENT NEEDS TO PERFORM VARIOUS JOBS.

A. VERY SELDOM WILL ANYONE BE ABLE TO MOVE DIRECTLY FROM HIGH SCHOOL INTO ANY JOB AT THE FULL PERFORMANCE LEVEL WITHOUT SOME FORM OF INTERMEDIATE TRAINING.

1. MOST TECHNICAL/VOCATIONAL OCCUPATIONS REQUIRE SOME TECHNICAL TRAINING AFTER HIGH SCHOOL.

B. AS A GENERAL RULE, THE STUDENT WILL HAVE A BETTER CHANCE OF BOTH IMPROVING THEIR SKILLS AND IN PERFORMING WELL IN TRAINING IN THOSE APTITUDE AREAS WHERE THEY ALREADY HAVE THE HIGHER SCORES.

C. THE APTITUDE TEST RESULTS CAN SHOW THE STUDENT AREAS WHERE THEY MAY NEED ADDITIONAL SPECIALIZED TRAINING.

  1. FOR EXAMPLE, IF THEY SCORED HIGH IN THE TRADE TECHNICAL COMPOSITE AND ARE DEFINITELY INTERESTED IN ELECTRONICS, A CAREER IN ELECTRONICS IS A DEFINITE POSSIBILITY.

  2. THE STUDENT MAY WISH TO TAKE ADDITIONAL COURSE WORK SUCH AS ELECTRONIC TROUBLE-SHOOTING, USE OF ELECTRONIC SCHEMATICS AND DRAWINGS, COMPUTER ELECTRONIC REPAIR OR ELECTRONIC THEORY.

  3. EVEN IF THEY PLAN TO GO TO COLLEGE, THEIR TEST SCORES CAN INDICATE AREAS WHERE THEY MAY WISH TO ACQUIRE FURTHER TRAINING.

D. IF THE STUDENT IS AN UNDERCLASSMAN, THEY MAY WANT TO CONSIDER THEIR SCORES WHEN SELECTING THE COURSES THEY TAKE DURING YOUR REMAINING YEARS IN HIGH SCHOOL.

  1. AT THE UNDERCLASS LEVEL, THE STUDENT SHOULD BE THINKING ABOUT VERY BROAD CAREER AREAS, AS OPPOSED TO A SPECIFIC JOB OR OCCUPATION.

E. DON'T THINK THAT LOWER SCORES MUST MEAN A LACK OF APTITUDE.

  1. THAT IS WHY THE SCORES ARE REPORTED WITHIN PERCENTILE BANDS.

  2. MANY FACTORS THAT HAVE NOTHING TO DO WITH APTITUDE COULD HAVE INFLUENCED THE SCORE, EXAMPLES:

    A. LACK OF EXPERIENCE WITH THE SUBJECT MATTER TESTED.

    B. THEY MAY NOT HAVE TAKEN SCHOOL COURSES ON THE INFORMATION TESTED.

    C. COMING TO THE TEST TIRED, ILL, OR UPSET.

    D. LACK OF INTEREST IN DOING WELL.

    E. NOISE/DISTRACTIONS DURING THE TEST.

4. THE STUDENT CAN FIND OUT ABOUT THE MANY JOB OPPORTUNITIES WITH THE MILITARY SERVICES AND THE COAST GUARDS.

5. USE THE FOLLOWING JOB GROUPINGS (PGS. 6-11 OF PAMPHLET) AS A GENERAL GUIDE FOR CAREER EXPLORATION.

  A. REMEMBER, THE SAMPLE JOBS LISTED DO NOT INCLUDE ALL OCCUPATIONS.

  B. THEY ARE MERELY EXAMPLES OF THE TYPES OF OCCUPATIONS RELATED TO EACH ASVAB COMPOSITE.

  C. USE ALL THE INFORMATION AVAILABLE IF THEY WANT TO FIND OUT MORE ABOUT ANY JOB.

1. CIVILIAN POSITIONS - LISTED IN THE DICTIONARY OF OCCUPATIONAL TITLES AND THE OCCUPATIONAL OUTLOOK HANDBOOK.

2. MILITARY POSITIONS - MILITARY/CIVILIAN OCCUPATIONAL SOURCE BOOK AND VARIOUS SERVICE GUIDES.

3. ASK AT THE CAREER CENTER.

4. CHECK AT THE LIBRARY.

5. ASK THE COUNSELOR.

6. JOB GROUPINGS.

A. VERBAL (VE) COMPOSITE

1. MEASURES.

   A. VOCABULARY

   B. WORD KNOWLEDGE

   C. ABILITY TO UNDERSTAND SCIENTIFIC PRINCIPLES AND WRITTEN MATERIALS

2. TEST INCLUDED: WK & GS.

   A. WK - WORK KNOWLEDGE

   B. GS - GENERAL SCIENCE (QUESTIONS ON BIOLOGICAL AND PHYSICAL SCIENCE.

3. SOME SAMPLE OCCUPATIONS RELATED TO THIS COMPOSITE

   A. GENERAL - OCCUPATIONS WHICH INVOLVE.

      1. INFORMATION PROCESSING

      2. VERBAL FLUENCY

      3. PUBLIC SPEAKING

      4. WRITING

      5. TRANSLATING OR READING

      6. PUBLIC RELATIONS

      7. WORKING WITH PEOPLE

   B. SAMPLE POSITIONS

      1. AIR TRAFFIC CONTROLLER

      2. COPY WRITER

      3. JOURNALIST

    4. INFORMATION CLERK
    5. MEDICAL SERVICE
    6. PERSONNEL WORK
    7. PUBLIC RELATIONS
    8. TRANSLATOR
    9. LIBRARIAN

4. SOME RELATED OCCUPATIONAL GROUPS.
  A. PUBLIC RELATIONS
    1. SECRETARY - STENO
    2. LIBRARY AID/SPECIALIST
    3. PERSONNEL CLERK
    4. LEGAL SERVICES SPECIALIST
    5. PUBLIC AFFAIRS SPECIALIST
  B. COMMUNICATIONS
    1. LANGUAGE INTERPRETER
    2. BROADCAST JOURNALIST
    3. RADIO-TV ANNOUNCER
    4. COPY WRITER
    5. PRESS INFORMATION SPECIALIST
    6. INTERPRETER
    7. NEWS EDITOR
    8. SCREEN WRITER
  C. PERSONNEL/PERSONAL RELATIONS
    1. COUNSELOR
    2. TRAINING SPECIALIST
    3. CORRECTIONAL COUNSELOR
    4. EDUCATIONAL ASSISTANT
    5. INSTRUCTOR

D. PERSONAL SERVICES

1. MEDICAL SERVICES SPECIALIST

2. AIRLINE ATTENDANT

3. HOSPITAL CORPSMAN

4. PHYSICIAN'S ASSISTANT

5. PHYSICAL THERAPY AID

6. AIR PASSENGER SPECIALIST

B. MATH (MA) COMPOSITE

1. MEASURES

A. MATCH REASONING ABILITY

B. KNOWLEDGE OF BASIC MATH PROCESSES (EG. ALGEBRA, TRIG.)

C. SIMPLE ARITHEMATIC

2. TESTS INCLUDED: AR & MK

A. AR - ARITHEMATIC REASONING (APPLIED TO PRACTICAL WORD PROBLEMS).

B. MK - MATH KNOWLEDGE

3. SOME SAMPLE OCCUPATIONS RELATED TO THIS COMPOSITE

A. GENERAL - OCCUPATIONS INVOLVING WORD OR DATA PROCESSING, ACCURACY IN TRANSPOSING OR THE SIMPLE ADDITION OF NUMBERS, THE PRACTICAL APPLICATION OF MATHEMATICAL PRINCIPLES.

B. SAMPLE POSITIONS:

1. COMPUTER OPERATOR

2. DATA PROCESSING SPECIALIST

3. INVENTORY CONTROL CLERK

4. FINANCE SPECIALIST

5. AIR CARGO SPECIALIST

6. OPERATIONS SPECIALIST

7. PURCHASING SPECIALIST

8. WIREMAN

9. SURVEYOR

10. COMMUNICATION TECHNICIAN

11. RADIO - TELETYPE OPERATOR

12. RADIO OPERATOR

4. SOME RELATED OCCUPATIONAL GROUPS

A. DATA/WORD PROCESSING

1. COMPUTER OPERATOR

2. CARD AND TAPE WRITER

3. DATA PROCESSING TECHNICIAN

4. STATISTICAL CLERK

5. DATA ANALYST

B. MACHINE OPERATION AND REPAIR

1. TELECOMMUNICATION CENTER SPECIALIST

2. MOTION PICTURE EQUIPMENT REPAIRER

3. ELECTRICAL COMMUNICATIONS REPAIRER

4. MULTICHANNEL COMMO. OPERATOR

5. VOICE RADIO OPERATOR

6. TELETYPE OPERATOR

C. ACCOUNTING

1. TRAVEL CLERK

2. ACCOUNTS MAINTENANCE CLERK

3. FINANCE SPECIALIST

4. ACCOUNTING CLERK

5. BOOKKEEPER

6. BUDGET SPECIALIST

C. MECHANICAL (ME) COMPOSITE

1. MEASURES

A. ELEMENTARY UNDERSTANDING OF PRACTICAL MECHANICS AND PHYSICS PRINCIPLES

B. VISUALIZATION OF OBJECTS IN THREE-DIMENSIONAL SPACE.

2. TESTS INCLUDED: MC & SP
   A. MC - MECHANICAL COMPREHENSION
   B. SP - SPACE PERCEPTION OF FOLDED OBJECTS
3. SOME SAMPLE OCCUPATIONS RELATED TO THIS COMPOSITE.
   A. GENERAL - OCCUPATIONS INVOLVING VISUALIZATION OF OBJECTS IN 3-DIMENSIONS, OVERALL COMPREHENSION OF MECHANICAL PRINCIPLES.
   B. SAMPLE POSITIONS
      1. AIRCRAFT SHEETMETAL WORKER
      2. FIRE CONTROL TECHNICIAN
      3. DRAFTSMAN
      4. DRILL PRESS OPERATOR
      5. AIRCRAFT MAINTENANCE SPECIALIST
      6. CALIBRATION SPECIALIST
      7. GYROCOMPASS REPAIR TECHNICIAN
      8. OPTICAL REPAIR TECHNICIAN
      9. PHOTO INTERPRETER
      10. MACHINE REPAIR SPECIALIST
4. SOME RELATED OCCUPATIONAL GROUPS
   A. TECHNICAL LAYOUT/DRAFTING
      1. DRAFTSMAN
      2. PATTERNMAKER
      3. MAPMAKER
      4. PHOTO INTERPRETER
   B. GENERAL MAINTENANCE
      1. WHEELED VEHICLE MECHANIC
      2. MACHINE REPAIRER
      3. AIRCRAFT REPAIRER (GENERAL)
      4. MACHINIST HELPER

            5. GENERAL FACTORY WORKER
            6. LAYOUT WORKER
        C. MACHINE SHOP WORK
            1. DRILL PRESS OPERATOR
            2. LATHE OPERATOR
            3. ELECTRICIAN'S HELPER
            4. TOOL AND DIE MAKER
            5. AIRCRAFT SHEETMETAL WORKER
            6. MACHINIST
            7. PLASTICS WORKER
        D. ASSEMBLY/CALIBRATION WORK
            1. OPTICAL REPAIRER SPECIALIST
            2. INERTIAL GUIDANCE REPAIRER
            3. CALIBRATION SPECIALIST
            4. FIRE CONTROL TECHNICIAN

D. PERCEPTUAL SPEED (PS) COMPOSITE

1. MEASURES -

    A. SPEED AND ACCURACY IN PERCEIVING SMALL OBJECTS DIFFERENCES

    B. SPEED IN WORKING SIMPLE ARITHEMATIC COMPUTATIONS

2. TESTS INCLUDED: AD AND NO

    A. AD - ATTENTION TO DETAIL

    B. NO - NUMERICAL OPERATIONS (SIMPLE ARITHMETIC PROBLEMS PERFORMED UNDER TIMED CONDITIONS.

3. SOME SAMPLE OCCUPATIONS RELATED TO THIS COMPOSITE

    A. GENERAL - OCCUPATIONS WHICH REQUIRE DETAILED AND ACCURATE OFFICE AND NUMERICAL WORK. POSITIONS INVOLVING EYE-HAND COORDINATION AND FINE FINGER DEXTERITY.

    B. SAMPLE POSITIONS

        1. ADMINISTRATIVE SPECIALIST

        2. CLERK-TYPIST

   3. COURT REPORTER
   4. FILE CLERK
   5. KEY PUNCH OPERATOR
   6. DISBURSING CLERK
   7. LEGAL CLERK
   8. STOCK CONTROL CLERK
   9. SUPPLY CLERK

4. SOME RELATED OCCUPATIONAL GROUPS
   - A. CLERICAL
      1. BILLING CLERK
      2. ADMINISTRATIVE CLERK
      3. CRYPTOLOGY TECHNICIAN
      4. TYPIST
      5. LICENSE CLERK
      6. PAY-ROLL CLERK
      7. SHIPPING CLERK
      8. FREIGHT CLERK
   - B. SUPPLY
      1. STORE KEEPER
      2. DISBURSING CLERK
      3. SUPPLY SERVICES SPECIALIST
      4. INVENTORY MANAGER
      5. STOCK CONTROLLER
      6. PARTS CLERK
   - C. GENERAL ADMINISTRATIVE
      1. TAPE LIBRARIAN
      2. PRODUCTION CONTROLLER
      3. HOSPITAL ADMINISTRATOR
      4. TRAFFIC MANAGER
      5. PROCUREMENT SPECIALIST

E. TRADE TECHNICAL (TT) COMPOSITE

1. MEASURES

    A. BASIC KNOWLEDGE OF ELEMENTARY THEORY, PRACTICE, LAYOUT AND BLUEPRINTS IN THE SUBJECT MATTER OF AUTOMOTIVE/ENGINE REPAIR, BASIC ELECTRONICS AND SHOP TOOLS AND PRACTICES.

2. TESTS INCLUDED: SI, AI, AND EI

    A. SI - SHOP INFORMATION

    B. AI - AUOTMOTIVE INFORMATION

    C. EI - ELECTRONIC INFORMATION

3. SOME OCCUPATIONS RELATED TO THIS COMPOSITE

    A. GENERAL - OCCUPATIONS INVOLVING VEHICLE AND ENGINE REPAIR AND MAINTENANCE; ELECTRONIC COMPONENT ASSEMBLY AND REPAIR; HEAVY EQUIPMENT REPAIR.

    B. SAMPLE POSITIONS

        1. AUTO MECHANIC
        2. POWER PLANT MECHANIC
        3. ENGINE EQUIPMENT REPAIRER
        4. SHIP FITTER
        5. JET ENGINE REPAIRER
        6. AIRCRAFT HYDRAULIC REPAIRER
        7. DIESEL MECHANIC
        8. ELECTRONICS TECHNICIAN
        9. TRANSMISSION SPECIALIST
        10. COMPUTER REPAIR TECHNICIAN

4. SOME RELATED OCCUPATIONAL GROUP

    A. MOTOR MAINTENANCE

        1. TRANSMISSION SPECIALIST
        2. DIESEL MECHANIC
        3. MOTOR MECHANIC
        4. JET ENGINE MECHANIC
        5. AIRCRAFT HYDRAULIC REPAIRER

6. AUTO MECHANIC
7. BRAKE SPECIALIST

B. FIXED/HEAVY EQUIPMENT REPAIR

1. BOILERMAN
2. SHIP FITTER
3. ENGINEERING EQUIP. MECHANIC
4. ENGINEMAN
5. BULLDOZER/HEAVY EQUIP. MECHANIC
6. PLUMBER - STEAMFITTER
7. RECOVERY SPECIALIST
8. POWER PLANT MAINTENANCE
9. HEAVY CONSTRUCTION EQUIP. OPERATOR AND REPAIR

C. ELECTRONIC ASSEMBLY/REPAIR

1. ELECTRONIC COMPUTER REPAIRER
2. ELECTRONIC TECHNICIAN
3. T.V. REPAIRER
4. SONAR/RADAR REPAIR TECHNICIAN
5. AVIONICS SYSTEMS SPECIALIST
6. AVIATION ELECTRONICS TECHNICIAN
7. TELE-COMMUNICATIONS SPECIALIST
8. RADIO-COMMUNICATIONS REPAIRER
9. AERIAL CAMERA TECHNICAL
10. T.V. SOUND TECHNICIAN
11. T.V. SYSTEMS SPECIALIST

F. ACADEMIC ABILITY (AA) COMPOSITE

1. MEASURES- GENERAL ABILITIES NEEDED FOR FORMAL EDUCATION OR TRAINING AFTER HIGH SCHOOL (COLLEGE, UNIVERSITY, OR POST-SECONDARY TECHNICAL, OR SPECIALTY SCHOOL).
2. TESTS INCLUDED: WK AND AR

A. WK - WORD KNOWLEDGE

B. AR - ARITHMETIC REASONING

3. SOME CAREER FIELDS WHERE THIS ABILITY IS IMPORTANT.

   A. GENERAL - THE ACADEMIC ABILITY COMPOSITE INDICATES A GENERAL POTENTIAL FOR ADVANCED TRAINING BEYOND THE HIGH SCHOOL LEVEL

      1. RELATED TO CAREER FIELDS THAT REQUIRE FORMAL POST-HIGH SCHOOL TRAINING SUCH AS THE PROFESSIONS, ARTS AND SCIENCES, AND MOST MANAGEMENT FIELDS.

   B. JOBS FOR WHICH THE AA COMPOSITE HAS PROVEN USEFUL.

      1. DENTAL TECHNICIAN

      2. LAW ENFORCEMENT AND SECURITY SPECIALISTS

      3. MEDICAL TECHNICIAN

      4. PERSONNEL MANAGEMENT SPECIALIST

      5. SUPPLY MANAGEMENT SPECIALIST.

      6. TRANSPORTATION MANAGEMENT

IV. VIEW FILM "DISCOVER YOURSELF"

Lesson Plan # 2

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title PERSONAL APTITUDE INVENTORY (ASVAB)

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. THE STUDENTS WILL COMPLETE A REPORT SHEET. (AS-2-1)
2. VIEW FILMSTRIPS "STORY BEHIND THE NAME ASVAB " AND "DISCOVER YOURSELF".
3. COMPLETE THE ASVAB TEST.
4. CHECK THE SAMPLE OCCUPATIONS AND RELATED JOBS WHICH THE STUDENT IS INTERESTED IN.

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. EXPLAIN THE MEANING OF ASVAB.

   ANSWER - ASVAB IS THE ARMED SERVICES VOCATIONAL APTITUDE BATTERY.

2. EXPLAIN THE DIFFERENCE BETWEEN AND ACHIEVEMENT TEST AND THE ASVAB.

   ANSWER - THE ASVAB CAN NOT BE PASSED OR FAILED WHERE AS AN ACHIEVEMENT TEST IS EITHER PASSED OR FAILED.

3. GIVE A BRIEF DESCRIPTION OF WHAT THE SIX COMPONENT AREAS OF ASVAB MEASURE.

   ANSWER -

   1. VERBAL MEASURES VOCABULARY, WORD KNOWLEDGE, ABILITY TO UNDERSTAND SCIENTIFIC PRINCIPLES AND WRITTEN MATERIALS
   2. MATH MEASURES MATCH REASONING ABILITY, KNOWLEDGE OF BASIC MATH PROCESS (E.G. ALGEBRA, TRIG.), SIMPLE ARITHMETIC.
   3. PERCEPTUAL SPEED MEASURES SPEED AND ACCURACY IN PERCEIVING SMALL OBJECT DIFFERENCES, SPEED IN WORKING SIMPLE ARITHMETIC COMPUTATIONS.

4. MECHANICAL MEASURES ELEMENTARY UNDERSTANDING OF PRACTICAL MECHANICS AND PHYSICS PRINCIPLES, VISUALIZATION OF OBJECTS IN THREE-DIMENSIONAL SPACE.

5. TRADE TECHNICAL MEASURES BASIC KNOWLEDGE OF ELEMENTARY THEORY, PRACTICE, LAYOUT AND BLUEPRINTS IN THE SUBJECT MATTER OF AUTOMOTIVE/ENGINE REPAIR, BASIC ELECTRONICS AND SHOP TOOLS AND PRACTICES.

6. ACADEMIC ABILITY MEASURES GENERAL ABILITIES NEEDED FOR FORMAL EDUCATION OR TRAINING AFTER HIGH SCHOOL (COLLEGE, UNIVERSITY OR POST-SECONDARY TECHNICAL OR SPECIALTY SCHOOL).

4. GIVE A BRIEF DESCRIPTION OF HOW THE SIX COMPONENT AREAS ARE RELATED TO OCCUPATIONAL CHOICES.

ANSWER

1. VERBAL IS REALTED TO OCCUAPTIONS WHICH INVOLVE INFORMATION PROCESSING, VERBAL FLUENCY, PUBLIC SPEAKING, WRITING, TRANSLATION OR READING, PUBLIC RELATIONS AND WORKING WITH PEOPLE.

2. MATH IS RELATED TO OCCUPATIONS WHICH INVOLVE WORD OR DATA PROCESSING, ACCURACY IN TRANSPORTING OR THE SIMPLE ADDITION OF NUMBERS, THE PRACTICAL APPLICATION OF MATHEMATICAL PRINCIPLES.

3. PERCEPTUAL SPEED IS RELATED TO OCCUPATIONS WHICH REQUIRE DETAILED AND ACCURATE OFFICE AND NUMERICAL WORK. POSITIONS INVOLVING EYE HAND COORDINATION AND FINE FINGER DEXTERITY.

4. MECHANICAL IS RELATED TO OCCUPATIONS WHICH INVOLVE VISUALIZATION OF OBJECTS IN 3-DIMENSIONS, OVERALL COMPREHENSION OF MECHANICAL PRINCIPLES.

5. TRADE TECHNICAL IS RELATED TO OCCUPATIONS WHICH INVOLVE VEHICLE AND ENGINE REPAIR AND MAINTENANCE; ELECTRONIC COMPONENT ASSEMBLY AND REPAIR; HEAVY EQUIPMENT REPAIR.

6. ACADEMIC ABILITY INDICATES A GENERAL POTENTIAL FOR ADVANCED TRAINING BEYOND THE HIGH SCHOOL LEVEL. RELATED TO CAREER FIELDS THAT REQUIRE FORMAL POST-HIGH SCHOOL TRAINING SUCH AS THE PROFESSIONS, ARTS AND SCIENCES, AND MOST MANAGEMENT FIELDS.

Lesson Plan # 3

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION TO THE PERSONAL INTEREST ASSESSMENT

Technical Information Lesson ______ General/Guidance Information Lesson X

OR

Job Skill Demonstration Lesson ______

9

LESSON TITLE

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. EVALUATE THEIR SOCIALIST, REALISTIC, ARTISTIC, CONVENTIONAL, ENTERPRISING AND/OR INVESTIGATIVE CHARACTERISTICS BY COMPLETING THE DR. JOHN HOLLAND "SELF-DIRECTED SEARCH: FOR EDUCATIONAL AND VOCATIONAL PLANNING" **BOOKLET.**

Tools and Materials:

1. FILMSTRIP AND TEACHERS GUIDE "EXAMINING YOUR INTERESTS." CAREER DECISION-MAKING PROGRAM, APPALACHIA EDUCATIONAL LABORATORY, MC KNIGHT PUBLISHING CO., BLOOMINGTON ILLINOIS. 61701
2. DR. JOHN HOLLAND, *SELF-DIRECTED SEARCH: SPECIMEN SET*, BOOKLET E "FOR EDUCATIONAL AND VOCATIONAL PLANNING", "THE JOB FINDER." AND "UNDERSTANDING YOURSELF AND YOUR CAREER." CONSULTING PSYCHOLOGISTS PRESS, 577 COLLEGE AVE., PALO ALTO, CALIF. 94306.

Informational Assignment:

READ INFORMATION SHEETS:

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEETS

Individualized Informational Assignment for Special Students:

References:

1. DR. JOHN HOLLAND. "SELF-DIRECTED SEARCH: SPECIMEN SET". CONSULTING PSYCHOLOGISTS PRESS, 577 COLLEGE AVE., PALO ALTO, CALI., 94306
2. DR. JOHN HOLLAND. "SELF-DIRECTED SEARCH: MANUAL". CONSULTING PSYCHOLOGISTS PRESS, 577 COLLEGE AVE., PALO ALTO. CALIF., 94306

Step 1 - Introduction for Preparation of the Student:

A LARGE PART OF CAREER DECISION MAKING IS DECIDING WHAT JOB YOU ARE INTERESTED IN. WITH THE AID OF THE DR. JOHN HOLLAND SELF-DIRECTED SEARCH, SPECIMENT SET, THIS DECISION-MAKING PROCESS WILL BECOME FAIRLY SIMPLE.

Lesson Plan # 3

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION TO THE PERSONAL INTEREST AND ASSESSMENT.

Lesson Title:

STEP 2 - Presentation Outline:

I. PERSONAL INTERESTS ARE IMPORTANT

  A. THEY SHOULD BE EXAMINED.
  B. THEY CAN RELATE TO OCCUPATIONS AND OTHER CAREER ACTIVITIES.

II. VIEW FILMSTRIP "EXAMINING YOUR INTERESTS."

  A. LEAD A CLASS DISCUSSION WITH IDEAS FROM THE TEACHERS GUIDE PROVIDED WITH THE FILMSTRIP.
    1. AFTER SCHOOL IS OVER, WHAT DO YOU LIKE TO DO?
    2. DO YOUR HOBBIES TAKE YOU INDOORS OR OUTDOORS?
    3. WHAT WOULD BE YOUR IDEAL WEEKEND? ETC.

III. INTRODUCE THE SELF-DIRECTED SEARCH FOR EDUCATIONAL AND VOCATIONAL PLANNING FORM E.

  A, THE BOOKLET WILL HELP THE STUDENTS FIND OUT:
    1. WHAT KIND OF JOB OR WORK THEY MIGHT LIKE TO DO.
  B. ALL INSTRUCTION ARE INCLUDED IN BOOKLET.
    1. GO THROUGH INSTRUCTIONS WITH THE STUDENTS
    2. COMPLETE FORM E.
      A. POSSIBLE JOBS
      B. LIKES
      C. COMPETENCIES
      D. JOBS
      E. RATING YOUR ABILITIES
      F. COUNTING YOUR ANSWSERS.
        1. LIKES
        2. COMPETENCIES
        3. JOBS
        4. ABILITIES
        5. TOTAL SCORES
        6. SUMMARY CODE

IV. BY USING THE BOOKLET "UNDERSTANDING YOURSELF AND YOUR CAREER" PAGES 2 AND 3.
  A. REVIEW THE DESCRPTIONS OF TEH PERSONALITY TYPES.
    1. REALISTIC- CONFORMING, FRANK, HONEST, HUMBLE, MATERIALISTIC, NATURAL, PERSISTENT, PRACTICAL, MODEST, SHY, STABLE, THRIFTY.

2. INVESTIGATIVE- ANALYTICAL, CAUTIOUS, CRITICAL, CURIOUS, INDEPENDENT, INTELLECTUAL, INTROVERTED, METHODICAL, MODEST, PRECISE, RATIONAL, RESERVED.

3. ARTISTIC- COMPLICATED, DISORDERLY, EMOTIONAL, EXPRESSIVE, IDEALISTIC, IMAGINATIVE, IMPRACTICAL, IMPULSIVE, INDEPENDENT, INTUITIVE, NONCONFORMING, ORIGINAL.

4. SOCIAL- CONVINCING, COOPERATIVE, FRIENDLY, GENEROUS, HELPFUL, IDEALISTIC, INSIGHTFUL, KIND, RESPONSIBLE, SOCIABLE, TACTFUL, UNDERSTANDING.

5. ENTERPRISING- ADVENTUROUS, AMBITIOUS, ATTENTION-GETTING, DOMINEERING, ENERGETIC, IMPULSIVE, OPTIMISTIC, PLEASURE-SEEKING, SELF-CONFIDENT, SOCIABLE, POPULAR.

6. CONVENTIONAL- CONFORMING, CONSCIENTIOUS, CAREFUL, CONSERVATIVE, INHIBITED, OBEDIENT, ORDERLY, PERSISTENT, PRACTICAL, SELF-CONTROLLED (CALM), UNIMAGINATIVE, EFFICIENT.

B. HAVE STUDENTS GO BACK TO THEIR SUMMARY CODE.

1. COMPARE THEIR CODE WITH THE DESCRIPTION.

V. AID STUDENTS IN FINDING WHAT KIND OF JOBS GO WITH THEIR CODE BY USING THE BOOKLET "THE JOBS FINDER."

A. IF STUDENTS CODE IS RI:

1. LOOK UNDER RI FOR JOB RELATING TO THIS AREA.

2. ALSO LOOK UNDER IR.

A. GEOLOGIST.

B. SURGION, ETC.

3. AFTER EACH JOB TITLE IS A CODE NUMBER WHICH CAN BE USED IN LOCATING MORE INFORMATION IN THE DICTIONARY OF OCCUPATIONAL TITLES OR OTHER REFERENCES,

4. THE SINGLE NUMBER IN THE ED COLUMN INDICATES THE TRAINING OR SCHOOLING NEEDED TO DO THE JOB.

A. 5 OR 6- COLLEGE TRAINING

B. 3 OR 4- HIGH SCHOOL AND SOME COLLEGE, TECHNICAL OR BUSINESS TRAINING

C. 1 OR 2- GRADE-SCHOOL

Lesson Plan # 3

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION TO THE PERSONAL INTEREST ASSESSMENT

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. COMPLETE BOOKLET "SELF-DIRECTED SEARCH FOR EDUCATIONAL AND VOCATIONAL PLANNING- FORM E."
2. EVALUATE RESULTS OF BOOKLET.
3. COMPARE THE STUDENTS CODE TO THE JOB DESCRIPTIONS FOUND IN BOOKLET "UNDERSTANDING YOURSELF AND YOUR CAREER."

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. PERSONAL INTEREST ARE IMPORTANT, THEY SHOULD BE CAREFULLY EXAMINED TO SEE HOW THEY CAN BE RELATED TO OCCUPATIONAL CHOICES OR OTHER CAREER ACTIVITIES.

   ANSWER - TRUE

2. LIST SIX PERSONALITY TYPES.

   ANSWER - A. REALISTIC
   B. INVESTIGATIVE
   C. ARTISTIC
   D. SOCIAL
   E. ENTERPRISING
   F. CONVENTIONAL

3. LIST AT LEAST FOUR DESCREPTIONS OF EACH PERSONALITY TYPE.

   A. REALISTIC

      1. CONFORMING
      2. FRANK
      3. HONEST
      4. HUMBLE
      5. MATERIALISTIC
      6. NATURAL, ETC.

B. INVESTIGATIVE

1. ANALYTICAL
2. CAUTIOUS
3. CRITICAL
4. CURIOUS
5. INDEPENDENT
6. INTELLECTUAL, ETC.

C. ARTISTIC

1. COMPLICATED
2. DISORDERLY
3. EMOTIONAL
4. EXPRESSIVE
5. IDEALISTIC
6. IMAGINATIVE, ETC.

D. SOCIAL

1. CONVINCING
2. COOPERATIVE
3. FRIENDLY
4. GENEROUS
5. HELPFUL
6. IDEALISTIC, ETC.

E. ENTERPRISING

1. ADVENTUROUS
2. AMBITIOUS
3. ATTENTION-GETTING
4. DOMINEERING
5. ENERGETIC
6. IMPULSIVE, ETC.

F. CONVENTIONAL

1. CONFORMING
2. CONSCIENTIOUS
3. CAREFUL
4. CONSERVATIVE
5. INGIBITED
6. OBEDIENT, ETC.

Lesson Plan # 4

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title USING THE DICTIONARY OF OCCUPATIONAL TITLES

Technical Information Lesson ______ General/Guidance Information Lesson X
OR
Job Skill Demonstration Lesson ______

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. IDENTIFY D.O.T. SCHEMES AND CODES.
2. USE THE D.O.T. TO DEFINE SPECIFIC JOB TITLES.
3. LIST THE NINE OCCUPATIONAL CATEGORIES.

Tools and Materials:

1. PAMPHLET - "HOW TO USE THE NEW D.O.T.", BY DR. JOSEPH E. BARGER. CHRONICLE GUIDANCE PROFESSIONAL SERVICE; CHRONICLE GUIDANCE PUBLICATIONS, INC., MORAVIA, NEW YORK.
2. DICTIONARY OF OCCUPATIONAL TITLES, 3RD EDITION, 1965. U.S. DEPARTMENT OF LABOR, MANPOWER ADMINISTRATION. ORDER FROM:

   SUPT. DOCUMENTS
   U.S. GOVERNMENT PRINTING OFFICE
   WASHINGTON, D.C. 20402
3. IF POSSIBLE HAVE EXTRA COPIES (5) OF THE D.O.T. AVAILABLE FOR STUDENTS USE.
4. EXPLORING CAREERS, U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, 1979.

Informational Assignment:

READ INFORMATION SHEETS:

IS- 4-1 JOB DEFINITIONS (VOLUME I)
IS- 4-2 OCCUPATIONAL CLASSIFICATION AND CODE (VOLUME II)
IS- 4-3 D.O.T. CODE WORKER TRAITS

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEET:

AS- 4-1 OCCUPATIONS
AS- 4-2 JOB CODING

Individualized Informational Assignment for Special Students:

References:

1. PAMPHLET - "HOW TO USE THE NEW D.O.T.", BY DR. JOSEPH E. BARGER. CHRONICLE GUIDANCE PROFESSIONAL SERVICE; CHRONICLE GUIDANCE PUBLICATIONS, INC., MORAVIA, NEW YORK.
2. DICTIONARY OF OCCUPATIONAL TITLES, 3RD EDITION. 1965. U.S. DEPARTMENT OF LABOR, MANPOWER ADMINISTRATION.
3. EXPLORING CAREERS, U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, 1979.

Step 1 - Introduction for Preparation of the Student:

EXPLORING CAREERS MEANS FINDING OUT AS MUCH AS YOU CAN ABOUT DIFFERENT TYPES OF WORK IN ORDER TO SEE WHAT SUITS YOU BEST. TRY TO FIND OUT WHICH FIELDS MATCH YOUR NEEDS AND ABILITIES. TAKING THE TIME TO EXPLORE THE WORLD OF WORK DOESN'T GUARANTEE A SATISFYING JOB, BUT IT HELPS. ( )

Lesson Plan # 4

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title USING THE DICTIONARY OF OCCUPATIONAL TITLES

STEP 2 - Presentation Outline:

I. THE BASIC NEED FOR THE D.O.T. IN SCHOOL.
  A. THE D.O.T. HELPS STUDENTS TO FIND THE NUMBER AND TYPES OF JOBS WHICH ARE AVAILABLE.
  B. THE REQUIREMENTS OF JOBS THE STUDENTS ARE INTERESTED IN.
    1. PERSONAL CHARACTERISTICS
    2. TRAINING
    3. EDUCATION
    4. QUALIFICATIONS
    5. NATURE OF THE WORK
    6. PLACE OF WORK
    7. OTHER
  C. BY CHOOSING AN OCCUPATION YOU CAN PLAN YOUR EDUCATION AND/OR TRAINING PROGRAM EARLY. WHICH MAY LEAD TO:
    1. A COLLEGE PREPARATORY PROGRAM
    2. AN AREA VOCATIONAL-TECHNICAL SCHOOL PROGRAM.
    3. A HIGH SCHOOL GRADUATES PROGRAM

II. VOLUME II - OCCUPATIONAL CLASSIFICATION AND CODE.
  A. INDIVIDUAL OCCUPATIONS ARE IDENTIFIED BY A SIX-DIGIT CODE. EXAMPLE: JOB, AUTO MECHANIC 620.281.
  B. THE SIX-DIGIT NUMBER IDENTIFIES TWO ARRANGEMENTS OF JOBS.
    1. THE FIRST THREE DIGITS (620) REFERS TO THE OCCUPATIONAL GROUP ARRANGEMENT.
    2. THE SECOND THREE DIGITS (281) REFERS TO WORKER TRAITS ARRANGEMENT.
  C. THE FIRST DIGIT REFERS TO:
    1. ONE OF TEN GENERAL OCCUPATIONAL CATEGORIES.
      A. 0-
      B. 1-PROFESSIONAL, TECHNICAL AND MANAGERIAL.
      C. 2-CLERICAL AND SALES.
      D. 3-SERVICE.
      E. 4-FARMING, FISHING, FORESTRY AND RELATED.
      F. 5-PROCESSING.
      G. 6-MACHINE TRADES.
      H. 7-BENCHWORK.
      I. 8-STRUCTURAL WORK.
      J. 9-MISCELLANEOUS.

2. THESE CATEGORIES CAN BE FURTHER DIVIDED INTO EIGHTY-FOUR 2 DIGIT DIVISIONS.

A. THE 2ND AND 3RD DIGITS.

1. 201 CLERICAL AND SALES OCCUPATIONS.

2. 201 STENOGRAPHY, TYPING, FILING AND RELATED AREAS.

3. 201 SECRETARIES.

D. THE LAST THREE DIGITS IDENTIFY THE WORKER TRAITS.

1. THEY ARE IN RELATIONSHIP TO DATA, PEOPLE, AND THINGS.

A. THE LEVELS OF COMPLEXITY AT WHICH THE JOB REQUIRES THE WORKER TO FUNCTION IS EXPRESSED.

2. DATA - THE FOURTH DIGIT.

A. 0-SYNTHESIZING
B. 1-COORDINATING
C. 2-ANALYZING
D. 3-COMPILING
E. 4-COMPUTING
F. 5-COPYING
G. 6-COMPARING
H. 7-NO SIGNIFICANT RELATIONSHIP

3. PEOPLE - THE FIFTH DIGIT

A. 0-MENTORING
B. 1-NEGOTIATING
C. 2-INSTRUCTING
D. 3-SUPERVISING
E. 4-DIVERTING
F. 5-PERSUADING
G. 6-SPEAKING-SIGNALING
H. 7-SERVING
I. 8-NO SIGNIFICANT RELATIONSHIP

4. THINGS - THE SIXTH DIGIT

A. 0-SETTING UP
B. 1-PRECISION WORK
C. 2-OPERATING-CONTROLLING
D. 3-DRIVING-OPERATING
E. 4-MANIPULATING
F. 5-TENDING
G. 6-FEEDING-OFFBEARING
H. 7-HANDLING
I. 8-NO SIGNIFICANT RELATIONSHIP

E. EXAMPLES OF D.O.T. CODE WORKER TRAITS

1. HIGH SCHOOL TEACHER

A. 091.228 D.O.T. CODE

1. 091.228 - DATA, COORDINATING

2. 091.228 - PEOPLE, INSTRUCTING

3. 091.228 - THINGS, NO SIGNIFICANT RELATIONSHIP

2. STOCK CLERK
   A. 223.387 D.O.T. CODE
      1. 223.387 - DATA, COMPILING
      2. 223.387 - PEOPLE, NO SIGNIFICANT RELATIONSHIP
      3. 223.387 - THINGS, HANDLING THINGS

   (IS - 4 - 2,3,4)

F. GUIDE STUDENT THROUGH AS - 4 - 1 & 2 AND HAVE CLASS DISCUSSION.

Lesson Plan # 4

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title USING THE DICTIONARY OF OCCUPATIONAL TITLES

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. WHAT INFORMATION ARE YOU ABLE TO FIND UNDER THE JOB DEFINATIONS IN THE D.O.T.?
    A. OTHER NAMES FOR THE SAME JOB.
    B. THE FUNCTIONS PERFORMED BY THE WORKER.
    C. SIGNIFICANT APTITUDES, INTERESTS AND TEMPERAMENTS REQUIRED BY THE JOB.
    D. CRITICAL PHYSICAL DEMANDS AND WORKING CONDITIONS.
2. HOW MANY GENERAL OCCUPATIONAL CATEGORIES ARE LISTED IN THE D.O.T.?
    A. 10
3. WHAT ARE THE INDIVIDUAL OCCUPATIONS IDENTIFIED BY?
    A. A SIX-DIGIT CODE.
4. WHAT DO THE FIRST THREE DIGITS REFER TO IN THE OCCUPATIONAL CODE?
    A. THE OCCUPATIONAL GROUP ARRANGEMENT.
5. WHAT DO THE LAST THREE DIGITS REFER TO IN THE OCCUPATIONAL CODE?
    A. WORKER TRAITS ARRANGEMENT.

6. WHAT ARE THE LAST THREE DIGITS IN RELATIONSHIP TO?

   A. DATA
   B. PEOPLE
   C. THINGS

Lesson Plan # 4

Course Title/No. PRE-VOCATIONAL CURRICULUM

Unit Title USING THE DICTIONARY OF OCCUPATIONAL TITLES

Unit Test Items Oral, Written, or Performance:

MULTIPLE CHOICE

1. THERE ARE ___________ GENERAL OCCUPATIONAL TITLES LISTED IN THE D.O.T.
   - A. 9
   - B. 8
   - C. 10
   - D. 15
2. THE INDIVIDUAL OCCUPATIONS ARE IDENTIFIED BY:
   - A. A SIX-DIGIT CODE.
   - B. PEOPLE.
   - C. DATA.
   - D. THINGS.
3. THE FOURTH DIGIT REPRESENTS:
   - A. DATA.
   - B. PEOPLE.
   - C. PLACES.
   - D. THINGS.
4. THE FIFTH DIGITS REPRESENTS:
   - A. PEOPLE.
   - B. THINGS.
   - C. PLACES.
   - D. TIME.

TRUE OR FALSE

1. THE FIRST THREE DIGITS OF THE SIX-DIGIT CODE REFERS TO OCCUPATIONAL GROUP ARRANGEMENT.
2. THE LAST THREE DIGITS OF THE SIX-DIGIT CODE REFERS TO THE WORKER TRAITS ARRANGMENT.
3. JOB DEFINITIONS ARE ARRANGED IN NUMERICAL ORDER.
4. THE OCCUPATIONAL CODE IS MADE UP OF A SIX-DIGIT NUMBER.
5. THE LAST THREE DIGITS IN THE OCCUPATIONAL CODE REFERS TO DATA, PEOPLE AND THINGS.

LESSON PLAN # 4

COURSE TITLE PRE-VOCATIONAL CURRICULUM

UNIT TITLE USING THE DICTIONARY OF OCCUPATIONAL TITLES

KEY TO TEST:

MULTIPLE CHOICE

1. C
2. A
3. A
4. D
5. B

TRUE AND FALSE

1. T
2. T
3. F
4. T
5. T

VOLUME I

JOB DEFINITIONS

THERE ARE 21,741 SEPARATE OCCUPATIONS DEFINED WHICH ARE ALSO KNOWN BY 13,809 ADDITIONAL TITLES MAKING 35, 550 TITLES DEFINED. THIS EDITION CONTAINS 6,432 JOBS NEW TO DOT.

ALL JOB TITLES ARE ARRANGED IN ALPHABETICAL ORDER. OTHER NAMES FOR THE SAME JOB ARE ALSO INCLUDED. SEE THE EXAMPLE BELOW FOR CATALOGER. THERE IS A FULL REFERENCE GIVEN. IF YOU LOOKED UNDER THE JOB TITLE DESCRIPTIVE CATALOGER, YOU WOULD FIND A CROSS REFERENCE TO CATALOGER.

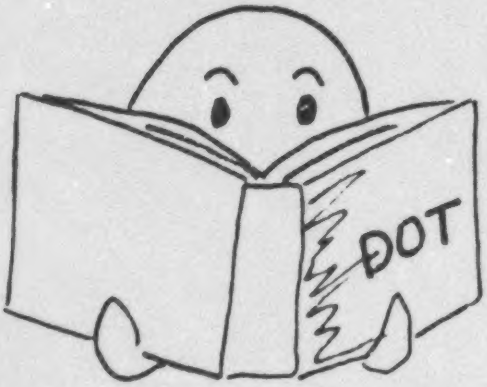
EXAMPLE: DESCRIPTIVE CATALOGER, SEE CATALOGER.

WHAT INFORMATION IS INCLUDED IN THIS JOB DEFINITION? IT TELLS WHAT GETS DONE, HOW IT GETS DONE, AND WHY IT GETS DONE.

EXAMPLE: CATALOGER (LIBRARY) 100.388 CATALOG LIBRARIAN; DESCRIPTIVE CATALOGER. COMPILED INFORMATION ON LIBRARY MATERIALS, SUCH AS BOOKS AND PERIODICALS, AND PREPARES CATALOG CARDS TO IDENTITY AND TO INTEGRATE INFORMATION INTO LIBRARY CATALOG; VERIFIES AUTHOR, TITLE AND CLASSIFICATION NUMBER.

OTHER TYPES OF INFORMATION WHICH MAY BE INCLUDED IN A JOB DESCRIPTION ARE:

1. THE FUNCTIONS PERFORMED BY THE WORKER.
2. SIGNIFICANT APTITUDES, INTERESTS AND TEMPERAMENTS REQUIRED BY THE JOB.
3. CRITICAL PHYSICAL DEMANDS AND WORKING CONDITIONS.



VOLUME II

OCCUPATIONAL CLASSIFICATION AND CODE

1. INDIVIDUAL OCCUPATIONS ARE IDENTIFIED BY A 6-DIGIT CODE. EXAMPLE: JOB, AUTO MECHANIC 620.281.
2. THIS 6-DIGIT NUMBER IDENTIFIES TWO ARRANGEMENTS OF JOBS. THE FIRST THREE DIGITS (620) REFERS TO THE OCCUPATIONAL GROUP ARRANGEMENT AND THE SECOND THREE DIGITS (281) REFER TO WORKER TRAITS ARRANGEMENT.

LET'S LEARN ABOUT THE FIRST THREE DIGITS, THE OCCUPATIONAL GROUP DIGITS. THEY REFLECT THE WORK FIELD, PURPOSE, MATERIAL, PRODUCT, SUBJECT METTER, SERVICE, GENERIC TERM AND/OR INDUSTRY OF OCCUPATIONS.

THE FIRST DIGIT REFLECTS ONE OF NINE GENERAL OCCUPATIONAL CATEGORIES. THEY ARE AS FOLLOWS:

1. PROFESSIONAL, TECHNICAL AND MANAGERIAL OCCUPATIONS
2. CLERICAL AND SALES OCCUPATIONS
3. SERVICE OCCUPATIONS
4. FARMING, FISHERY, FORESTRY AND RELATED OCCUPATIONS
5. PROCESSING OCCUPATIONS
6. MACHINE TRADES OCCUPATIONS
7. BENCH WORK OCCUPATIONS
8. STRUCTURAL WORK OCCUPATIONS
9. MISCELLANEOUS OCCUPATIONS

THESE CATEGORIES CAN BE FURTHER DIVIDED INTO EIGHTY-FOUR 2 DIGIT DIVISIONS. THE EIGHTY-FOUR 2 DIGIT DIVISIONS ARE SUB-DIVIDED INTO 603 DISTINCTIVE 3 DIGIT GROUPS. FOR A FULL LIST OF THESE, REFER TO PAGES 3 THROUGH 24 IN D.O.T. SEE EXAMPLE ON PAGE 6.

EXAMPLE OF USING 2ND AND 3RD DIGITS:

2 CLERICAL AND SALES OCCUPATIONS
20 STENOGRAPHY, TYPING, FILING AND RELATED AREAS
201 SECRETARIES

WORKER TRAITS ARRANGEMENT:

NOW YOU HAVE LEARNED WHAT THE FIRST THREE DIGITS ARE. THE 2ND 3 DIGITS LOCATED TO THE LEFT OF THE DECIMAL POINT REFER TO WORK TRAITS IN RELATION TO DATA, PEOPLE, AND THINGS. THEY EXPRESS THE LEVEL OF COMPLEXITY AT WHICH THE JOB REQUIRES THE WORKER TO FUNCTION.

DATA (4TH DIGIT)		PEOPLE (5TH DIGIT)	
0	SYNTHESIZING	0	MENTORING
1	COORDINATING	1	NEGOTIATING
2	ANALYZING	2	INSTRUCTING
3	COMPILING	3	SUPERVISING
4	COMPUTING	4	DIVERTING
5	COPYING	5	PERSUADING
6	COMPARING	6	SPEAKING - SIGNALING
7	NO SIGNIFICANT RELATIONSHIP	7	SERVING
8	NO SIGNIFICANT RELATIONSHIP	8	NO SIGNIFICANT RELATIONSHIP

THINGS (6TH DIGIT)	
0	SETTING-UP
1	PRECISION WORKING
2	OPERATING-CONTROLLING
3	DRIVING-OPERATING
4	MANIPULATING
5	TENDING
6	FEEDING-OFFBEARING
7	HANDLING
8	NO SIGNIFICANT RELATIONSHIP

USE THIS CODE IN HELPING YOU TO UNDERSTAND THE EXAMPLES LOCATED ON THE NEXT SHEET.

EXAMPLES OF D.O.T. CODE WORKER TRAITS:

JOB TITLE	DOT CODE		DOT CODE MEANING
HIGH SCHOOL TEACHER	091.228	(THINGS)	8 - NO SIGN. RELATIONSHIP
		(PEOPLE)	2 - INSTRUCTING
		(DATA)	2 - COORDINATING
STOCK CLERK	223.387	(THINGS)	7 - HANDLING THINGS
		(PEOPLE)	8 - NO SIGN. RELATIONSHIP
		(DATA)	3 - COMPILING

FOR FURTHER INFORMATION ON HOB QUALIFICATIONS IN CERTAIN GROUP AREAS, YOU MAY WANT TO USE THE WORKER TRAITS ARRANGMENTS IN VOLUME II.

OCCUPATIONS

USING THE D.O.T., BRIEFLY DESCRIBE THE FOLLOWING JOB TITLES:

1. BACK WASHER -
2. FROG SHAKER -
3. BANANA SPOTTER -
4. CAR WHACKER -
5. BANK BOSS -
6. KISS SETTER -
7. JOGGER -
8. HAND SHAKER -
9. BEAD BUILDRR -
10. TIE PULLER -

OCCUPATIONS

1.	BACK WASHER (589.885)	TENDS MACHINE THAT WASHES TEXTILES
2.	FROG SHAKER (521.887)	SHAKES CURED TOBACCO TO SEPARATE LEAVES.
3.	BANANA SPOTTER (754.887)	WORKS WITH MOLDS IN PLASTICS INDUSTRY.
4.	CAR WHACKER (910.887)	PREPARES RAILROAD CARS FOR LOADING.
5.	BANK BOSS (851.137)	SUPERVISES DREDGING OPERATIONS.
6.	KISS SETTER (529.887)	SHAPES AND WRAPS CANDY KISSES.
7.	JOGGER (659.887)	ALIGNS EDGES OF PILES OF PRINTED OR BLANK PAPER.
8.	HAND SHAKER (405.887)	SHAKES DIRT FROM PEANUT VINE.
9.	BEAD BUILDER (750.884)	BUILDS RUBBER TIRE BEADS.
10.	TIE PULLER (929.885)	OPERATES MACHINE THAT COMPRESSES AND BINDS LOOSE MATERIALS TOGETHER.

JOB CODING

STEP 1. IN TABLE I AT THE BOTTOM OF THIS PAGE, WRITE THE NAMES OF FIVE JOBS WHICH ARE INTERESTING TO YOU.

STEP 2. USE THE INFORMATION SHEET ON WORKER TRAITS ARRANGEMENT AND MAKE AN ESTIMATE OF THE CORRECT CODE TO DESCRIBE THIS JOB. RECORD THIS ESTIMATE IN TABLE I

STEP 3. USE VOLUME I OR II OF THE D.O.T. AND LOOK UP THE D.O.T. CODE DESIGNATION FOR EACH JOB. COMPARE THESE DESIGNATIONS TO YOUR ESTIMATE.

TABLE I

NAME OF JOB	STUDENT'S ESTIMATE OF THE CORRECT CODE	DOT CODE DESIGNATION
1. ____________________	XXX._ _ _	____________________
2. ____________________	XXX._ _ _	____________________
3. ____________________	XXX._ _ _	____________________
4. ____________________	XXX._ _ _	____________________
5. ____________________	XXX._ _ _	____________________

Lesson Plan # 5

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title IDENTIFYING OCCUPATIONAL CHOICES.

Technical Information Lesson ______ General/Guidance Information Lesson X
OR
Job Skill Demonstration Lesson ______

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. LIST THE TWENTY OCCUPATIONAL CLUSTERS.
2. LIST AT LEAST TWO OCCUPATIONS IN EACH CLUSTER.
3. WRITE A JOB DESCRIPTION FOR AT LEAST ONE OCCUPATIONS IN ANY CLUSTER THE STUDENT IS INTERESTED IN.

Tools and Materials:

1. OCCUPATIONAL OUTLOOK HANDBOOK.
2. POSITION CLASSIFICATION MANUAL, KANSAS DEPARTMENT OF ADMINISTRATION, DIVISION OF PERSONNEL SERVICES.
3. FILMSTRIP "WORLD OF WORK SERIES", MCGRAW-HILL BOOK CO., 1221 AVE. OF THE AMERICAS, NEW YORK, NY 10020, (212) 997-1221.
4. GUEST SPEAKER.

Informational Assignment:
READ INFORMATION SHEETS:
IS- 5-1 OCCUPATIONAL CLUSTERS.
IS- 5-2 OCCUPATIONS IN CLUSTERS.
IS- 5-3 JOB DESCRIPTION -

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEETS:
AS- 5-1 IDENTIFYING OCCUPATIONAL CLUSTERS.
AS- 5-2 IDENTIFYING OCCUPATIONS IN CLUSTERS.
AS- 5-3 WRITING A JOB DESCRIPTION.

Individualized Informational Assignment for Special Students:

References:

1. U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, OCCUPATIONAL OUTLOOK HANDBOOK. APRIL 1982.
2. KANSAS DEPARTMENT OF ADMINISTRATION, DIVISION OF PERSONNEL SERVICES, POSITION CLASSIFCATION MANUAL. TOPEKA, JULY 30, 1982.
3. KENNEKE, LARRY J. CAREER DEVELOPMENT ACTIVITIES. NEW YORK: HOWARD W. SAMS AND COMPANY.

Step 1 - Introduction for Preparation of the Student:

PREPARING FOR A SPECIFIC JOB IS A LONG AND HARD PROCESS THAT STARTS BY IDENTIFYING THE AVAILABLE JOBS. TO HELP YOU IDENTIFY THE AVAILABLE JOBS THE UNITED STATES DEPARTMENT OF LABOR HAS GROUPED THE AVAILABLE JOBS INTO TWENTY CLUSTERS OF OCCUPATIONS.

Lesson Plan # 5

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title IDENTIFYING OCCUPATIONAL CHOICES

STEP 2 - Presentation Outline:

I. IDENTIFYING OCCUPATIONAL CHOICES.

  A. DEFINE OCCUPATIONAL CLUSTER.

    1. OCCUPATIONAL CLUSTER IS A GROUP OF RELATED JOBS REQUIRING LIKE SKILLS AND KNOWLEDGES FOR EMPLOYMENT.

  B. TYPES OF CLUSTERS (INFORMATION SHEET IS-5-1 OCCUPATIONAL CLUSTERS).

II. OCCUPATIONS IN CLUSTERS.

  A. IDENTIFY OCCUPATIONS IN CLUSTERS IS-5-2.

  B. COMPARE OCCUPATIONS IN EACH CLUSTER UNDER:

    1. REQUIRED KNOWLEDGE ABILITIES AND SKILLS.

    2. EDUCATION AND EXPERIENCE.

    3. WORKING ENVIRONMENT.

III. VIEW FILM "WORLD OF WORK SERIES" OR "ANYTHING YOU CAN BE". (IF AVAILABLE).

  A. PREPARE THE STUDENTS FOR THE FILM BY TELLING THEM WHAT TO EXPECT.

  B. LET STUDENTS WIEW THE FILM.

  C. DISCUSS THE FILM WITH THE STUDENTS.

IV. GATHER INFORMATION ABOUT OCCUPATIONS.

  A. LET STUDENTS:

    1. INTERVIEW PARENTS AND NEIGHBORS.

    2. READ THE OCCUPATIONAL OUTLOOK HANDBOOK - POSITION CLASSIFICATION MANUAL.

    3. READ INFORMATION SHEET IS-5-3.

V. ASK A RESOURCE PERSON TO ILLUSTRATE PRODUCTION STEPS THAT ARE USED IN THEIR INDUSTRY.

   A. CONDUCT THE CLASS USING THE FOLLOWING PROCEDURE:

      1. PREPARE THE STUDENTS BY ORIENTING THEM TO THE INDUSTRY TO BE DISCUSSED BY THE RESOURCE PERSON.

      2. HAVE STUDENTS PREPARE QUESTIONS TO ASK THE SPEAKER ABOUT;

         A. TYPES OF OCCUPATIONS IN THE INDUSTRY.

         B. TYPES OF JOBS PERFORMED.

         C. WORKING ENVIRONMENTS.

         D. JOB OPPORTUNITIES.

         E. JOB REQUIREMENTS.

         F. TRAINING AND EDUCATION REQUIRED FOR EMPLOYMENT.

VI. ORGANIZE A GUIDED VISIT TO THE INDUSTRY DISCUSSED.

   A. ASK EACH STUDENT TO OBSERVE AND MAKE NOTE ABOUT THE FOLLOWING:

      1. TYPES OF JOBS PERFORMED BY THE WORKERS.

      2. WHERE THE PEOPLE WORK.

      3. SPECIAL PROTECTIVE DEVICE.

      4. SPECIAL PHYSICAL REQUIREMENTS.

   B. LEAD A CLASS DISCUSSION ON THE STUDENTS OBSERVATIONS.

VII. JOB DESCRIPTION.

   A. LET EACH STUDENT WRITE A JOB DESCRIPTION FOR ANY OCCUPATION IN ONE OF THE CLUSTERS OF THEIR INTEREST.

Lesson Plan # 5

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title IDENTIFYING OCCUPATIONAL CHOICES

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. LET EACH STUDENT SELECT AN OCCUPATION FROM ANY OF THE CLUSTERS THEY ARE INTERESTED IN AND WRITE A JOB DESCRIPTION FOR THE OCCUPATION SELECTED.

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. LIST FIVE (5) OCCUPATIONAL CLUSTERS.
    A. ADMINISTRATIVE AND MANAGERIAL OCCUPATIONS.
    B. ENGINEERS, SURVEYORS AND ARCHITECTS.
    C. NATURAL SCIENTISTS AND MATHEMATICIANS.
    D. TEACHERS, LIBRARIAN AND COUNSELORS.
    E. HEALTH TECHNOLOGISTS AND TECHNICIANS.

2. MENTION ANY TWO OCCUPATIONS IN EACH OF THE FIVE (5) CLUSTERS.
    A. ADMINISTRATIVE AND MANAGERIAL OCCUPATIONS.
        1. ACCOUNTANTS AND AUDITORS.
        2. BANK OFFICERS AND MANAGERS.
    B. ENGINERS, SURVEYORS AND ARCHITECTS.
        1. MECHANICAL ENGINEERS.
        2. SURVEYORS.
    C. NATURAL SCIENTISTS AND MATHEMATICIANS.
        1. ACTUARIES.
        2. STATISTICIANS.
    D. TEACHERS. LIBRARIANS AND COUNSELORS.
        1. COLLEGE FACULTY.
        2. EMPLOYMENT COUNSELORS.
    E. HEALTH TECHNOLOGISTS AND TECHNICIANS.
        1. DENTAL HYGIENISTS.
        2. SURGICAL TECHNICIANS.

3. NAME ONE SOURCE OF INFORMATION ABOUT OCCUPATIONAL CLUSTERS.

4. WHAT TOPICS ARE CONSIDERED WHEN WRITING A JOB DESCRIPTION?

A. DEFINITION OF WORK.
B. EXAMPLES OF WORK PERFORMED.
C. REQUIRED KNOWLEDGE, ABILITIES, AND SKILLS.
D. EDUCATION AND EXPERIENCE.

Lesson Plan # 5

Course Title No. PRE-VOCATIONAL CURRICULUM

Unit Title IDENTIFYING OCCUPATIONAL CHOICES

Unit Test Items Oral, Written, or Performance:

MULTIPLE CHOICE

1. JOBS IN UNITED STATES ARE CLASSIFIED INTO HOW MANY CLUSTERS?

   A. 13
   B. 15
   C. 20
   D. 25.

2. BANK MANAGER IS IN WHICH OF THE FOLLOWING CLUSTERS?

   A. SERVICE OCCUPATIONS.
   B. ADMINISTRATIVE AND MANAGERIAL OCCUPATIONS.
   C. PRODUCTION OCCUPATION.
   D. MARKETING AND SALES OCCUPATION.

3. WHICH ONE OF THE FOLLOWING IS NOT AN OCCUPATIONAL CLUSTER?

   A. MECHANICS AND REPAIRERS.
   B. TRANSPORTATION AND MATERIAL MOVEMENT.
   C. HEALTH TECHNOLOGISTS AND TECHNICIANS.
   D. LAWYERS.

4. WHICH ONE OF THE FOLLOWING IS NOT INCLUDED IN THE ADMINISTRATIVE SUPPORT OCCUPATIONS CLUSTER?

   A. BANK CLERKS.
   B. TRAVEL AGENTS.
   C. CLAIM REPRESENTATIVE.
   D. RECEPTIONISTS.

5. BUS DRIVER BELONGS TO WHICH OF THE FOLLOWING OCCUPATIONAL CLUSTERS?

   A. TRASPORTATION AND MATERIAL MOVING OCCUPATIONS.
   B. SERVICE OCCUPATIONS.
   C. MECHANICS AND REPAIRERS.
   D. TECHNOLOGISTS AND TECHNICIANS (NON-HEALTH).

TRUE OR FALSE

1. EACH CLUSTER HAS THE SAME NUMBER OF OCCUPATIONS.

2. OCCUPATIONAL CLUSTERS CAN BE FOUND IN THE OCCUPATIONAL OUTLOOK HANDBOOK.

3. THERE ARE TWENTY OCCUPATIONAL CLUSTERS.

4. MILITARY OCCUPATIONS INCLUDE JEWELERS.

5. EACH CLUSTER CONTAINS OCCUPATIONS REQUIRING LIKE SKILLS AND KNOWLEDGES.

LISTING

1. LIST FOUR (4) TOPICS UNDER WHICH YOU CAN WRITE A JOB DESCRIPTION.

   A.
   B.
   C.
   D.

2. LIST FOUR (4) NON-TEACHING JOBS IN YOUR SCHOOL.

   A.
   B.
   C.
   D.

3. LIST FOUR (4) JOBS IN MILITARY OCCUPATION CLUSTERS.

   A.
   B.
   C.
   D.

Lesson Plan # 5

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title IDENTIFYING OCCUPATIONAL CHOICES

KEY TO TEST:

MULTIPLE CHOICE:

1. C
2. B
3. D
4. B
5. A

TRUE OR FALSE:

1. FALSE
2. TRUE
3. TRUE
4. FALSE
5. TRUE

LISTING:

1. A. DEFINITION OF WORK.
   B. EXAMPLES OF WORK PERFORMED.
   C. REQUIRED KNOWLEDGES, ABILITIES, AND SKILL.
   D. EDUCATION AND EXPERIENCE.

2. A. COUNSELOR.
   B. JANITOR.
   C. ADMINISTRATOR.
   D. LIBRARIAN

3. A. CRAFT WORKERS.
   B. SERVICE AND SUPPLY HANDLERS.
   C. INFANTRY, GUNCREW AND SEAMANSHIP SPECIALIST.
   D. COMMUNICATIONS AND INTELLIGENCE SPECIALISTS.

INFORMATION SHEET

OCCUPATIONAL CLUSTERS

AN OCCUPATIONAL CLUSTER IS A GROUP OF RELATED JOBS REQUIRING LIKE SKILLS AND KNOWLEDGES.

THERE ARE TWENTY OCCUPATIONAL CLUSTERS. THEY ARE:

1. ADMINISTRATIVE AND MANAGERIAL OCCUPATIONS.
2. ENGINEERS, SURVEYORS AND ARCHITECTS.
3. NATURAL SCIENTISTS AND MATHEMATICIANS.
4. SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS AND LAWYERS.
5. TEACHERS, LIBRARIANS AND COUNSELORS.
6. HEALTH DIAGNOSING AND TREATING PRACTITIONER.
7. REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS, AND PHYSICIAN ASSISTANTS.
8. HEALTH TECHNOLOGISTS AND TECHNICIANS.
9. WRITERS, ARTISTS, AND ENTERTAINERS.
10. TECHNOLOGISTS AND TECHNICIANS (NON-HEALTH).
11. MARKETING AND SALES OCCUPATIONS.
12. ADMINISTRATIVE SUPPORT OCCUPATIONS INCLUDING CLERICAL.
13. SERVICE OCCUPATIONS.
14. AGRICULTURAL AND FORESTRY OCCUPATIONS.
15. MECHANICS AND REPAIRERS.
16. CONSTRUCTION AND EXTRACTIVE OCCUPATIONS.
17. PRODUCTION OCCUPATIONS.
18. TRANSPORTATION AND MATERIAL MOVING OCCUPATIONS.
19. HELPERS, HANDLERS, EQUIPMENT CLEANERS AND LABORERS.
20. MILITARY OCCUPATIONS.

INFORMATION SHEET

OCCUPATIONS IN CLUSTERS

EACH OCCUPATIONAL CLUSTER HAS MANY RELATED OCCUPATIONS. LISTED ON THE LEFT ARE OCCUPATIONAL CLUSTERS WITH CORRESPONDING RELATED OCCUPATIONS ON THE RIGHT.

OCCUPATIONAL CLUSTER	RELATED OCCUPATIONS
1. ADMINISTRATIVE AND MANAGERIAL OCCUPATIONS.	A. ACCOUNTANTS AND AUDITORS.
	B. BANK OFFICERS AND MANAGERS.
	C. CITY MANAGERS.
	D. PERSONNEL SPECIALISTS.
	E. UNDERWRITERS.
2. ENGINEERS, SURVEYORS, AND ARCHITECTS.	A. ARCHITECTS.
	B. SURVEYORS.
	C. AEROSPACE ENGINEERS.
	D. AGRICULTURAL ENGINEERS.
	E. MECHANICAL ENGINEERS.
3. NATURAL SCIENTISTS AND MATHEMATICIANS.	A. ACTUARIES.
	B. MATHEMATICIANS.
	C. STATISTICIANS.
	D. SYSTEM ANALYSTS.
	E. METEOROLOGISTS.
4. SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS, AND LAWYERS.	A. LAWYERS.
	B. ANTHROPOLOGISTS.
	C. ECONOMICS.
	D. POLITICAL SCIENTISTS.
	E. PSYCHOLOGISTS.
5. TEACHERS, LIBRARIAN, AND COUNSELORS.	A. COLLEGE FACULTY.
	B. EMPLOYMENT COUNSELORS.
	C. ELEMENTARY SCHOOL TEACHERS.
	D. LIBRARIANS.
	E. SECONDARY SCHOOL TEACHERS.
6. HEALTH DIAGNOSING AND TREATING PRACTITIONERS.	A. DENTISTS.
	B. OPTOMETRISTS.
	C. PHYSICIANS.
	D. VETERINARIANS.
	E. PODIATRISTS.
7. REGISTER NURSES, PHARMACISTS, DIETITIANS, THERAPISTS AND PHYSICIAN ASSISTANTS.	A. DIETITIANS.
	B. OCCUPATIONAL THERAPISTS.
	C. PHARMACISTS.
	D. PHYSICAL THERAPISTS.
	E. REGISTERED NURSES.

8. HEALTH TECHNOLOGISTS AND TECHNICIANS.	A. DENTAL HYGIENISTS. B. ELECTROCARDIOGRAPH TECHNICIANS. C. MEDICAL LABORATORY WORKERS. D. RADIOLOGIC TECHNOLOGISTS. E. SURGICAL TECHNICIANS.
9. WRITERS, ARTISTS, AND ENTERTAINERS.	A. PUBLIC RELATION WORKERS. B. REPORTERS AND CORRESPONDENTS. C. WRITERS AND EDITORS. D. DISPLAY WORKERS. E. INTERIOR DESIGNERS.
10. TECHNOLOGISTS AND TECHNICIANS (NON-HEALTH).	A. AIR TRAFFIC CONTROLLERS. B. DRAFTERS. C. LEGAL ASSISTANTS. D. PROGRAMMERS. E. TECHNICAL WRITERS.
11. MARKETING AND SALES OCCUPATIONS.	A. ADVERTISING WORKERS. B. CASHIERS. C. INSURANCE AGENTS. D. TRAVEL AGENTS. E. RETAIL TRADE SALES WORKERS.
12. ADMINISTRATIVE SUPPORT OCCUPATIONS.	A. BANK CLERKS. B. BOOKKEEPERS AND ACCOUNTING CLERK. C. CLAIM REPRESENTATIVE. D. COMPUTER OPERATING PERSONNEL. E. RECEPTIONISTS.
13. SERVICE OCCUPATIONS.	A. FIRE FIGHTERS. B. BARBERS. C. POLICE OFFICERS. D. BARTENDERS. E. CHEFS.
14. AGRICULTURAL AND FORESTRY OCCUPATIONS.	A. ANIMAL CARETAKERS. B. FARM OPERATORS. C. FARM SUPERVISORS. D. GROUNDSKEEPER. E. TIMBERCUTTING AND LOGGING WORKERS.
15. MECHANICS AND REPAIRERS.	A. AIRCRAFT MECHANICS. B. AUTOMOBILE MECHANICS. C. APPLIANCE REPAIRERS. D. ELECTRIC SIGN REPAIRERS. E. WATCH REPAIRERS.

16. CONSTRUCTION AND EXTRACTIVE OCCUPATIONS.	A. BRICKLAYERS AND STONEMASONS. B. CARPENTERS. C. GLAZIERS. D. PLASTERERS. E. ROOFERS.
17. PRODUCTION OCCUPATIONS.	A. BOOKBINDERS. B. COMPOSITORS. C. FURNITURE UPHOLSTERERS. D. JEWELERS. E. MOLDERS.
18. TRANSPORTATION AND MATERIAL MOVING OCCUPATIONS.	A. BUS DRIVERS. B. AIRPLANE PILOTS. C. TRUCK DRIVERS. D. MERCHANT MARINE OFFICERS. E. MERCHANT MARINE SAILORS.
19. HELPERS, HANDLERS, EQUIPMENT CLEANERS AND LABORERS.	A. CONSTRUCTION LABORERS. B. PRODUCTION PACKAGERS. C. GARBAGE COLLECTORS. D. VEHICLE CLEANERS. E. SHIPPING PACKAGERS.
20. MILITARY OCCUPATIONS.	A. FUNCTIONAL SUPPORT AND ADMINISTRATIVE WORKERS. B. CRAFT WORKERS. C. SERVICE AND SUPPLY HANDLERS. D. INFANTRY, GUNCREWS AND SEAMANSHIP SPECIALISTS. E. COMMUNICATIONS AND INTELLIGENCE SPECIALISTS.

ELECTRONICS TECHNICIAN I

04-02-1-141

DEFINITION OF WORK

THIS IS TECHNICAL AND SKILLED WORK IN THE REPAIR, MAINTENANCE, AND CONSTRUCTION OF ELECTRONIC DEVICES AND EQUIPMENT.

WORK INVOLVES THE APPLICATION OF ELECTRONIC KNOWLEDGES AND SKILLS TO REPAIR, MODIFY, MAINTAIN, OR CONSTRUCT A LIMITED VARIETY OF LESS COMPLEX ELECTRONIC DEVICES AND EQUIPMENT. AFTER INITIAL INSTRUCTIONS, EMPLOYEES PERFORM REPAIRS AND MAINTENANCE DUTIES UNDER LIMITED TECHNICAL DIRECTION; HOWEVER, WORK ASSOCIATED WITH THE FABRICATION AND MODIFICATION OF SPECIALIZED EQUIPMENT IS NORMALLY PERFORMED UNDER CLOSE TECHNICAL SUPERVISION, OR TECHNICAL ASSISTANCE IS READILY AVAILABLE. WORK IS REVIEWED FOR QUALITY, COMPLIANCE WITH INSTRUCTIONS, AND RESULTS OBTAINED.

EXAMPLES OF WORK PERFORMED

ASSISTS IN THE DESIGN AND CONSTRUCTION OR MODIFICATION OF COMPLEX ELECTRONIC EQUIPMENT AND DEVICES.

REPAIRS, CLEANS, AND LUBRICATES ELECTRONIC AND ELECTRO-MECHNICAL EQUIPMENT AND DEVICES.

SETS UP EQUIPMENT FOR LABORATORY EXPERIMENTS AND EXPLAINS METHOD OF OPERATION.

CONSTRUCTS ELECTRONIC CIRCUITS FROM SKETCHES.

CONSTRUCTS LESS COMPLEX ELECTRONIC DEVICES.

MAINTAINS INVENTORY CONTROL RECORDS.

PERFORMS RELATED WORK AS REQUIRED.

REQUIRED KNOWLEDGES, ABILITIES, AND SKILLS

KNOWLEDGE OF THE PRINCIPLES AND TECHNIQUES OF APPLIED ELECTRONICS.

KNOWLEDGE OF THE CONSTRUCTION, USE, AND OPERATION OF BASIC ELECTRONIC DEVICES AND EQUIPMENT.

ABILITY TO READ AND UNDERSTAND ELECTRONIC AND ELECTRICAL SPECIFICATIONS, DIAGRAMS, AND MANUALS.

SKILL IN THE REPAIR, MAINTENANCE, AND OPERATION OF LESS COMPLEX ELECTRONIC EQUIPMENT AND DEVICES.

SKILL IN USE OF STANDARD ELECTRONIC TEST EQUIPMENT AND BENCH AND HAND TOOLS.

EDUCATION AND EXPERIENCE

GRADUATION FROM AN ACCREDITED TWO YEAR TECHNICAL SCHOOL, WITH MAJOR COURSE WORK IN ELECTRONICS.

KANSAS DEPT. OF ADMINISTRATION, DIVISION OF PERSONNEL SERVICES
POSITION CLASSIFICATION MANUAL, TOPEKA, JULY 30, 1982.

ASSIGNMENT SHEET

OCCUPATIONAL CLUSTERS

1. LIST BY NAME ANY TEN OCCUPATIONAL CLUSTERS.

A.
B.
C.
D.
E.
F.
G.
H.
I.
J.

2. WHICH OF THESE CLUSTERS ARE OF SPECIAL INTEREST TO YOU? WHY?

A. CLUSTER 1 ____________________

REASONS FOR BEING INTERESTED ____________________

____

____

B. CLUSTER 2 ____________________

REASONS FOR BEING INTERESTED ____________________

____

____

C. CLUSTER 3 ____________________

REASONS FOR BEING INTERESTED ____________________

____

____

ASSIGNMENT SHEET

OCCUPATIONS IN CLUSTERS

INDICATE THE CLUSTER TO WHICH EACH OF THE LISTED OCCUPATIONS BELONGS.

OCCUPATIONS	CLUSTERS
1. LAWYERS	
2. DENTISTS	
3. INTERIOR DESIGNERS	
4. LEGAL ASSISTANTS	
5. BARBERS	
6. FIREFIGTHERS	
7. JEWELERS	
8. WATCH REPAIRERS	
9. ACCOUNTANTS	
10. ACCOUNT CLERKS	
11. CASHIERS	
12. POLICE OFFICERS	
13. PHYSICIANS	
14. SURGICAL TECHNICIANS	
15. METEOROLOGISTS	

AS-5-2 (KEY)

ASSIGNMENT SHEET

OCCUPATIONS IN CLUSTERS

INDICATE THE CLUSTER TO WHICH EACH OF THE LISTED OCCUPATIONS BELONGS.

OCCUPATIONS	CLUSTERS
1. LAWYERS	A. SOCIAL SCIENTISTS B. SOCIAL WORKERS C. RELIGIOUS WORKERS
2. DENTISTS	A. HEALTH DIAGNOSING AND B. TREATING PRACTITIONERS
3. INTERIOR DESIGNERS	A. WRITERS B. ARTISTS C. ENTERTAINERS
4. LEGAL ASSISTANTS	A. TECHNOLOGISTS (NON-HEALTH) B. TECHNICIANS (NON-HEALTH)
5. BARBERS	A. SERVICE OCCUPATIONS
6. FIRE FIGHTERS	A. SERVICE OCCUPATIONS
7. JEWELERS	A. PRODUCTION OCCUPATIONS
8. WATCH REPAIRERS	A. MECHANICS B. REPAIRERS
9. ACCOUNTANTS	A. ADMINISTRATIVE B. MANAGERIAL OCCUPATIONS
10. ACCOUNT CLERKS	A. ADMINISTRATIVE SUPPORT OCCUPATIONS.
11. CASHIERS	A. MARKETING OCCUPATIONS B. SALES OCCUPATIONS
12. POLICE OFFICERS	A. SERVICE OCCUPATIONS
13. PHYSICIANS	A. HEALTH DIAGNOSING AND B. TREATING PRACTITIONERS
14. SURGICAL TECHNICIANS	A. HEALTH TECHNOLOGISTS B. HEALTH TECHNICIANS
15. METEOROLOGISTS	A. NATURAL SCIENTISTS B. MATHEMATICIANS

ASSIGNMENT SHEET

JOB DESCRIPTION

SELECT A JOB UNDER ANY OF THE CLUSTERS THAT YOU ARE INTERESTED IN. WRITE A DESCRIPTION OF THE JOB UNDER THE FOLLOWING TOPICS:

TITLE OF JOB ______________________________

DEFINITION OF WORK ______________________________

____

____

____

EXAMPLES OF WORK ______________________________

____

____

____

REQUIRED KNOWLEDGES, ABILITIES AND SKILLS ______________________________

____

____

____

EDUCATION AND EXPERIENCE ______________________________

____

____

____

Lesson Plan # 6

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title IDENTIFYING VOCATIONAL AND EDUCATIONAL CHOICES

Technical Information Lesson ______ General/Guidance Information Lesson X

OR

Job Skill Demonstration Lesson ______

LESSON TITLE

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. LIST THE EDUCATIONAL TRACKS TO WORK
2. DEFINE HIGH SCHOOL DROPOUT AND LIST KINDS OF JOBS AVAILABLE TO HIGH SCHOOL DROP-OUTS
3. LIST FACTORS IN VOCATIONAL CHOICE
4. LIST AND DEFINE WORK TRAITS
5. MATCH HIGH SCHOOL SUBJECTS WITH JOBS

Teaching Aids:

1. PRE-VOCATIONAL CURRICULUM STUDENT STUDY GUIDE
2. TRANSPARENCY T-6-1 "WHICH TRACK ARE YOU TAKING?"

Informational Assignment:

READ INFORMATION SHEETS

1. EDUCATIONAL TRACKS TO JOBS IS-6-1
2. JOBS FOR HIGH SCHOOL DROPOUT IS-6-2
3. FACTORS IN VOCATIONAL CHOICE IS-6-3

4. YOUR WORK TRAITS IS-6-4

5. YOUR JOB, REQUIRED CHARACTERISTICS, TRAINING, AND HIGH SCHOOL SUBJECTS 1-10 IS-6-5

Answer questions found on assignment sheet.

1. WHICH TRACK TO WHICH JOB? AS-6-1
2. SOME JOBS FOR HIGH SCHOOL DROP-OUT AS-6-2
3. WHAT APTITUDES AND SPECIAL CHARACTERISTICS ARE REQUIRED FOR YOUR JOB AS-6-3
4. JOBS AND HIGH SCHOOL SUBJECTS. AS-6-4

References:

1. IF YOU'RE NOT GOING TO COLLEGE, C. SPIEGLER AND M. HAMBURGER, SCIENCE RESEARCH ASSOCIATES. CHICAGO, ILL.

2. EDUCATIONAL AND VOCATIONAL PLANNING, N.D. MARTINSON SCOTT, FORESMAN AND COMPANY CHICAGO, ILL.

3. YOUR CAREER SELECTION GUIDE, A.B. GOLDENTHAL, REGENTS PUBLISHING COMPANY NEW YORK, NEW YORK

4. PLANNING A CAREER, C. ALLEN, MACMILLAN COMPANY NEW YORK, NEW YORK

Step 1 - Introduction for Preparation of the Student:

WHAT WILL ID O FOR A LIVING?
HOW WILL I QUALIFY FOR THE JOB?

THESE ARE IMPORTANT QUESTIONS IN THE LIFE OF EVERY YOUTH. TO A LARGE EXTENT, THE DECISION ON WHAT TO DO FOR A LIVING WILL DO MUCH TO DETERMINE ONE'S STANDARD OF LIVING, CIRCLE OF FRIENDS, LEISURE-TIME ACTIVITIES AND ONE'S HAPPINESS. SUCH DECISION SHOULD BE CAREFULLY MADE AND SUCH NOT BE A COIN TOSSING EXERCISE.

Lesson Plan # 6

Course Title PREVOCATIONAL CURRICULUM

Unit Title

Lesson Title:

STEP 2 - Presentation Outline:

I. DEVELOPING AWARENESS OF THE EDUCATIONAL TRACKS TO VARIOUS JOBS

A. THE POSSIBLE EDUCATIONAL TRACKS

1. HIGH SCHOOL

2. TECHNICAL SCHOOL

3. TWO-YEAR COLLEGE

4. FOUR-YEAR COLLEGE
(TRANSPARENCY T-6-1 WHICH TRACK ARE YOU TAKING?)

B. EDUCATIONAL TRACKS AND POSSIBLE JOBS BY SKILL LEVEL

1. HIGH SCHOOL -- SEMI-SKILLED JOBS

2. TECHNICAL SCHOOL -- SKILLED JOBS

3. TWO-YEAR COLLEGE -- SEMI-PROFESSIONAL JOBS

4. FOUR-YEAR COLLEGE -- PROFESSIONAL JOBS

C. JOBS FOR HIGH SCHOOL DROP OUT

1. JOBS BY SKILL LEVEL -- UNSKILLED

2. TYPICAL OCCUPATIONS

A. LABORER
B. PORTER
C. TRUCK HELPER
D. FARM HAND
E. CLEANERS

3. JOB LOCATION

A. MANUFACTURING
B. CONSTRUCTION
C. ROAD BUILDING
D. FARMING

II. UNDERSTANDING VOCATIONAL CHOICE

A. FACTORS INFLUENCING VOCATIONAL CHOICE

1. CHANCE
2. ENVIROMENT
3. TRADITION
4. FACILITY/APTITUDE
5. PERSONALITY

B. SATISFACTIONS EXPECTED FROM A JOB

1. OPPORTUNITY FOR ADVANCEMENT
2. HIGH INCOME
3. INTERESTING WORK
4. GOOD WORKING CONDITIONS
5. JOB SECURITY
6. RETIREMENT BENEFITS
7. HIGH SOCIAL POSITION

C. WORK TRAITS FOR SOME OCCUPATIONS

1. MANUAL DEXTERITY
2. FINGER DEXTERITY
3. EYE-HAND-FOOT COORDINATION
4. COLOR DISCRIMINATION
5. DEPTH PERCEPTION (THREE-DIMENSIONAL VISION)
6. VISUAL MEMORY
7. SPATIAL ABILITY
8. FORM PERCEPTION
9. METICULOUS
10. ABILITY TO WORK WITH PRECISION
11. MECHANICAL APTITUDE
12. OBJECTIVITY

13. EMOTIONAL STABILITY
14. PUBLIC SPEAKING ABILITY
15. LEADERSHIP
16. VERBAL ABILITY
17. CLERICAL ABILITY/CLERICAL PERCEPTION
18. NUMERICAL ABILITY
19. INTELLIGENCE
20. INGENUITY/RESOURCEFULNESS
21. RESEARCH ABILITY
22. BUSINESS ABILITY
23. ORGANIZING ABILITY
24. ARTISTIC ABILITY
25. INITIATIVE

III. EDUCATIONAL CHOICE: HIGH SCHOOL SUBJECTS AND POSSIBLE JOBS.

A. HAVE STUDENTS LIST THE HIGH SCHOOL SUBJECTS FOR THE FOLLOWING POSITIONS

1. TYPISTS
2. SECRETARIES
3. BOOK KEEPERS
4. AIRCONDITIONING AND REFRIGERATOR MECHANICS
5. AUTOMOBILE MECHANICS
6. TELEVISION AND RADIO SERVICEMEN
7. MACHINISTS
8. TRUCK DRIVERS
9. POLICEMEN
10. METEOROLOGISTS

Lesson Plan # 6

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title IDENTIFYING VOCATIONAL AND EDUCATIONAL CHOICES

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. LET EACH STUDENT SELECT A JOB THAT IS OF INTEREST TO THEM.
    A. LET EACH STUDENT INDICATE THE EDUCATIONAL TRACK TO THE SELECTED JOB.
    B. LET EACH STUDENT INDICATE THE SPECIAL TRAITS REQUIRED FOR THE JOB.
    C. LET EACH STUDENT LIST THE KEY HIGH SCHOOL SUBJECTS FOR THE JOB.

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. NAME FOUR EDUCATIONAL TRACKS TO JOB.
2. LIST FIVE FACTORS THAT CAN INFLUENCE YOUR CHOICE OF VOCATION.
3. WHAT SATISFACTION CAN YOU GET FROM THE JOB YOU ARE INTERESTED IN?
4. LIST AND DEFINE ANY FIVE WORK TRAITS.
5. NAME TWO JOBS AND INDICATE THREE KEY HIGH SCHOOL SUBJECTS REQUIRED TO PREPARE FOR THE JOB.

KEY TO LESSON SUMMARY AND REVIEW QUESTIONS
UNIT 6

1. HIGH SCHOOL
   TECHNICAL SCHOOL
   TWO YEAR COLLEGE
   FOUR YEAR COLLEGE

2. CHANCE
   ENVIROMENT
   TRADITION
   FACILITY/APTITUDE
   PERSONALITY

3. HIGH INCOME
   OPPORTUNITY FOR ADVANCEMENT
   INTERESTING WORK
   JOB SECURITY
   HIGH SOCIAL POSITION
   RETIREMENT BENEFITS
   GOOD WORKING CONDITIONS

4. MANUAL DEXTERITY - ABILITY TO MOVE YOUR HAND EASILY AND SKILLFULLY.

   FINGER DEXTERITY - ABILITY TO MANIPULATE SMALL OBJECTS WITH YOUR FINGERS QUICKLY AND ACCUARATELY

   COLOR DISCRIMINATION - ABILITY TO IDENTIFY AND RECOGNIZE DIFFERENCES AMONG COLORS AND SHADES

   EMOTIONAL STABILITY - ABILITY TO CONTROL ONES FEELINGS EVEN UNDER DIFFICULT CONDITIONS

   MECHANICAL APTITUDE - ABILITY TO SUCCESSFULLY OPERATE, CONSTRUCT, IMPROVE, MAINTAIN OR REPAIR MACHINERY, EQUIPMENT AND TOOLS.

5. TYPIST - ENGLISH
   TYPING
   SHORTHAND
   BUSINESS PRACTICES
   MATHEMATICS

   AUTOMOBILE MECHANICS - VOCATIONAL AUTOMOBILE COURSE
   MATHEMATICS
   ENGLISH
   PHYSICS
   BLUE PRINT READING

Lesson Plan # 6

Course Title No. PRE-VOCATIONAL CURRICULUM

Unit Title IDENTIFY VOCATIONAL AND EDUCATIONAL CHOICES

Unit Test Items Oral, Written, or Performance:

MULTIPLE CHOICE

1. WHICH EDUCATIONAL TRACK WILL BEST PREPARE YOU AS A TYPIST?

   A. HIGH SCHOOL
   B. TECHNICAL SCHOOL
   C. TWO YEAR COLLEGE
   D. FOUR YEAR COLLEGE

2. YOU CAN PREPARE FOR WHICH OF THE FOLLOWING JOBS IN A FOUR YEAR COLLEGE?

   A. FILE CLERK
   B. BOOKKEEPER
   C. ACCOUNTING CLERK
   D. ACCOUNTANT

3. AS A HIGH SCHOOL DROP OUT, YOU ARE MOST LIKELY TO GET ________ JOB.

   A. A PROFESSIONAL
   B. A SEMI PROFESSIONAL
   C. A SKILLED
   D. AN UNSKILLED.

4. ONE OF THE FOLLOWING FACTORS SHOULD BE ALLOWED TO INFLUENCE YOUR CHOICE OF OCCUPATION.

   A. CHANCE
   B. APTITUDE
   C. TRADITION
   D. ENVIRONMENT

5. MANUAL DEXTERITY IS:

   A. ABILITY TO MOVE YOUR HAND EASILY AND SKILLFULLY
   B. ABILITY TO IDENTIFY MANUAL MACHINES
   C. ABILITY TO ARRANGE MACHINES
   D. ABILITY TO DRAW MECHANICAL PARTS.

6. COLOR DISCRIMINAL IS NOT REQUIRED TO BECOME A __________.

   A. AIRLINE PILOT
   B. ACCOUNTANT
   C. COMMERCIAL ARTIST
   D. INTERIOR DECORATOR

7. WHICH OF THE FOLLOWING SUBJECTS IS NOT ESSENTIAL TO BECOME A BOOKKEEPER?

   A. TYPING
   B. BUSINESS PRACTICE
   C. ARITHMETIC
   D. PHYSICAL EDUCATION.

TRUE OR FALSE

1. YOU CAN QUALIFY AS AN ARCHITECT IN A TECHNICAL SCHOOL.

2. WORK TRAIT IS THE SAME AS PERSONALITY FOR WORK.

3. CHANCE IS THE ONLY FACTOR THAT INFLUENCES OCCUPATIONAL CHOICE.

4. HIGH SCHOOL DROP OUTS CAN BE EMPLOYED IN SKILLED JOB.

LISTING

1. LIST FIVE FACTORS THAT CAN INFLUENCE VOCATIONAL CHOICE.

   A.
   B.
   C.
   D.
   E.

2. LIST SIX WORK TRAITS.

   A.
   B.
   C.
   D.
   E.
   F.

Lesson Plan # 6

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title IDENTIFYING VOCATIONAL AND EDUCATIONAL CHOICES

KEY TO TEST

MULTIPLE CHOICE

1. A
2. C
3. D
4. B
5. A
6. B
7. D

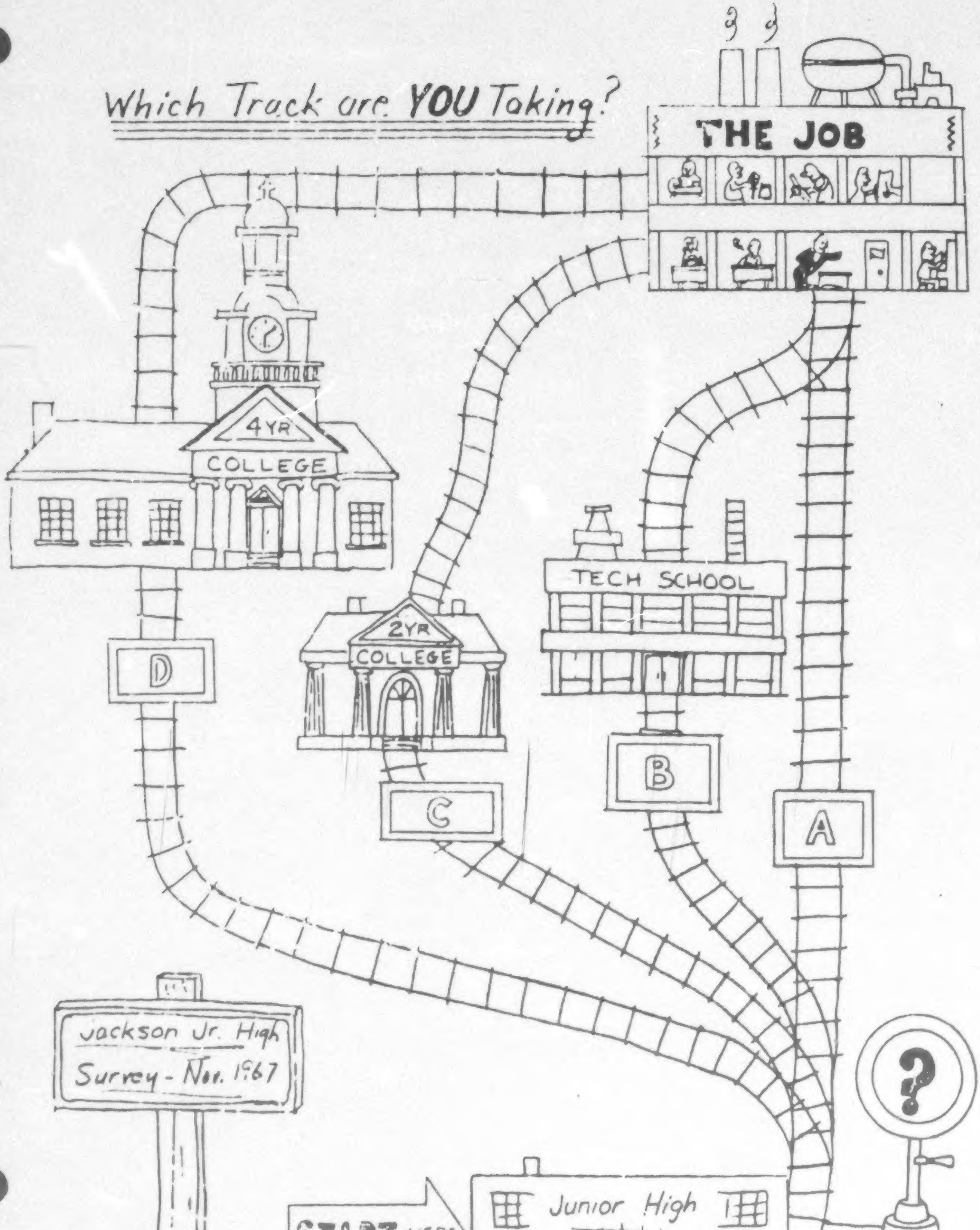
TRUE OR FALSE

1. FALSE
2. TRUE
3. FALSE
4. FALSE

LISTING

1. (A) CHANCE
   (B) ENVIROMENT
   (C) TRADITION
   (D) FACILITY/APTITUDE
   (E) PERSONALITY

2. (A) MANUAL DEXTERITY
   (B) FINGER DEXTERITY
   (C) COLOR DISCRIMINATION
   (D) MECHANICAL APTITUDE
   (E) EMOTIONAL STABILITY
   (F) SPATIAL ABILITY


Which Track are YOU Taking?
THE JOB
4YR
COLLEGE
2YR
COLLEGE
TECH SCHOOL
D
C
B
A
Jackson Jr. High
Survey - Nov. 1967
?
START HERE
Junior High
High School

INFORMATION SHEET

EDUCATIONAL TRACKS TO JOBS

THERE ARE FOUR EDUCATIONAL TRACKS TO THE WORLD OF WORK.

A. THE FIRST TRACK GOES THROUGH THE HIGH SCHOOL. IT LEADS TO SEMI-SKILLED JOBS LIKE:

1. MACHINE OPERATOR
2. FILE CLERK
3. BANK TELLER
4. TYPIST
5. CASHIER

B. THE SECOND TRACK GOES THROUGH THE TECHNICAL SCHOOL. IT LEADS TO SKILLED JOBS LIKE:

1. BOOKKEEPER
2. CRAFTSMAN
3. WATCHMAKER
4. MECHANICS
5. OPERATING ENGINEER

C. THE THIRD TRACK GOES THROUGH TWO YEAR COLLEGE. IT LEADS TO SEMI-PROFESSIONAL JOBS LIKE:

1. SECRETARY
2. DRAFTERS
3. COMMERCIAL ARTIST
4. TECHNICIANS
5. TECHNICAL WRITERS

D. THE FOURTH TRACK GOES THROUGH THE FOUR YEAR COLLEGE. IT LEADS TO PROFESSIONAL JOBS LIKE:

1. ACCOUNTANT
2. LAWYER
3. ARCHITECT
4. TEACHER
5. DENTIST

INFORMATION SHEET

JOBS FOR HIGH SCHOOL DROPOUT

WHO IS A HIGH SCHOOL DROPOUT?.........

WHAT JOBS ARE AVAILABLE TO HIGH SCHOOL DROPOUTS?

A. JOBS BY SKILL LEVEL--UNSKILLED

B. TYPICAL OCCUPATIONS

1. LABORER
2. DISHWASHER
3. PORTER
4. TRUCK HELPER
5. FARM HAND
6. CLEANERS
7. PRODUCTION PACKAGER
8. GARBAGE COLLECTOR
9. SHIPPING PACKAGER
10. JANITOR

C. LOCATION OF JOB

1. MANUFACTURING
2. CONSTRUCTION
3. FARMING
4. ROAD BUILDING
5. INSTITUTIONS

D. REQUIREMENTS FOR JOBS

1. PHYSICAL STRENGTH
2. ENDURANCE
3. WILLINGNESS TO DO MONOTONOUS WORK
4. WILLINGNESS TO DO DIRTY WORK

ADVANCEMENT OPPORTUNITY IS GENERALLY POOR AND EARNING IS LOWER THAN OTHER OCCUPATIONS.

INFORMATION SHEET

FACTORS IN VOCATIONAL CHOICE

THE FOLLOWING FACTORS HAVE BEEN KNOWN TO INFLUENCE ONES CHOICE OF WORK:

A. CHANCE

JOE IS JUST GETTING READY TO LEAVE SCHOOL. HE HAS NO IDEA WHAT HE WISHES TO BE. HE DOESN'T KNOW WHAT CAREER HE WOULD LIKE TO FOLLOW OR WHAT WORK IS MOST SUITED TO HIS ABILITIES. HE FEELS AT A LOSS. HIS UNCLE WHO IS EMPLOYED IN A BANK LEARNT OF THE SITUATION AND HELPED JOE TO GET A PLACE IN THE BANK. JOE THUS BECOME A WORKER IN THE BANK BY CHANCE.

B. ENVIROMENT

FRANCIS IS THE SON OF A BOLTON COTTON-MILLER OWNER. EVERYBODY AROUND HIM WAS IN THE COTTON TRADE. THE TOWN OF BOLTON WAS SUPPORTED BY COTTON BUSINESS. FRANCIS WHO HAS A GOOD VOICE AND WAS INTERESTED IN OPERA FOUND HIMSELF BEING THRUST INTO THE COTTON INDUSTRY AS A DESIGNER OF TEXTILES. FRANCIS HAS ALLOWED HIS ENVIROMENT TO DICTATE A JOB FOR HIM.

C. TRADITION

RICHARD'S FATHER WAS A REPUTABLE LAWYER. HE WAS SUCCESSFUL AND HE HELD THE HIGHEST OFFICE IN THE PROFESSION. RICHARD BEING THE ELDEST SON WAS FORCED TO FOLLOW THE LAW PROFESSION. THOUGH RICHARD INHERITED A WELL KNOWN NAME, MONEY AND PARENTAL INFLUENCE TO START HIS LAW CAREER,BUT ONE THING WAS MISSING - HIS VERBAL ABILITY WAS JUST AVERAGE. RICHARD BECAME A LAWYER BECAUSE HIS FATHER AND HIS GRANDFATHER WERE LAWYERS. HE WAS FORCED TO FOLLOW TRADITION IN SELECTING A CAREER.

D. FACILITY/APTITUDE

DAN HAS A SUPERLATIVE MEMORY, GOOD VERBAL ABILITY AND EXCELLENT ABILITY TO BUILD UP A GOOD VOCABULARY. DAN'S PARENTS GAVE HIM GOOD EDUCATION. HOWEVER, THEY WANTED HIM TO BE A MECHANICAL ENGINEER. DAN REALIZED EARLY ENOUGH THAT HIS MECHANICAL APTITUDE IS LOW. HE INSISTED ON BECOMING A LAWYER- A PROFESSION HE IS INTERESTED IN. DAN'S CHOICE OF OCCUPATION HAS BEEN BASED ON APTITUDE AND INTEREST.

E. PERSONALITY

DORIS IS A SHY, TIMID LADY AND AN INTROVERT TOO. SHE HAS BEEN WORKING AS A SALES LADY FOR A COSMETIC COMPANY. SHE WAS NOT GETTING ANYWHERE WITH HER JOB AND SHE WAS GOING TO QUIT WHEN HER EMPLOYER TRANSFERED HER TO THE RESEARCH DEPARTMENT, BEING AN INTELLIGENT LADY WITH ANALYTICAL MIND, SHE BECAME VERY SUCCESSFUL ON HER NEW JOB.

INFORMATION SHEET

YOUR WORK TRAITS

TRAIT IS A DISTINGUISHING QUALITY OR CHARACTERISTIC. YOUR WORK TRAIT IS YOUR OCCUPATIONAL PERSONALITY.

SOME WORK TRAITS ARE:

1. MANUAL DEXTERITY - ABILITY TO MOVE YOUR HAND EASILY AND SKILLFULLY.

   POSSIBLE JOBS - DENTISTS, MACHINISTS, PYSICIANS, AIRLINE PILOTS

2. FINGER DEXTERITY - ABILITY TO MANIPULATE SMALL OBJECTS WITH YOUR FINGERS QUICKLY AND ACCURATELY.

   POSSIBLE JOBS - DENTISTS, SURGEON, COMMERCIAL ARTISTS.

3. EYE-HAND-FOOT COORDINATION - ABILITY TO GET EYES HAND AND FEET TO WORK TOGETHER AS A TEAM IN A COORDINATED MANNER.

   POSSIBLE JOBS - ELECTRICIANS AND TRUCK DRIVERS

4. COLOR DISCRIMINATION - ABILITY TO IDENTIFY AND RECOGNIZE DIFFERENCES AMONG COLORS AND SHADES.

   POSSIBLE JOBS - COMMERCIAL ARTISTS, AIRLINE PILOTS ELECTRICIANS, ELECTRONIC ENGINEERS

5. DEPTH PERCEPTION - ABILITY TO EVALUATE DISTANCES AND SPACE RELATIONSHIPS.

   POSSIBLE JOBS - MEDICAL X-RAY TECHNICIAN, BUS DRIVERS, TRUCK DRIVERS, AIRLINE PILOTS.

6. VISUAL MEMORY - ABILITY TO REMEMBER THE SHAPES, FORMS, DIMENSIONS OR COLOR OF OBJECTS

   POSSIBLE JOBS - DENTISTS, COMMERCIAL ARTIST, ASTRONOMERS

7. SPATIAL ABILITY - ABILITY TO VISUALIZE OBJECTS IN TWO OR THREE DIMENSIONS

   POSSIBLE JOBS - ENGINEERS AND SCIENCE TECHNICIANS

8. FORM PERCEPTION - ABILITY TO PERCEIVE DETAILS IN OBJECTS AND IN PICTORIAL OR GRAPHIC MATERIALS.

   POSSIBLE JOBS - ENGINEERS, SCIENCE TECHNICIANS DENTISTS, COMMERCIAL ARTISTS

9. METICULOUS - BEING EXTREMELY CAREFUL PARTICULARLY ABOUT DETAILS.

   POSSIBLE JOBS - ELECTRONIC ENGINEERS/TECHNICIANS, PHYSICIANS, AIRCRAFT MACHANICS.

10. ABILITY TO WORK WITH PRECISION - ABILITY TO BE CAREFUL AND WILLINGNESS TO STRIVE FOR ACCURACY.

    POSSIBLE JOBS - ELECTRONIC ENGINEERS/TECHNICIANS, PHYSICIANS, AIRCRAFT MECHANICS.

11. MECHANICAL APTITUDE - ABILITY TO SUCCESSFULLY OPERATE, CONSTRUCT, IMPROVE, MAINTAIN OR REPAIR MACHINERY, EQUIPMENT AND TOOLS

    POSSIBLE JOBS - AUTOMOBILE MECHANICS,MACHINISTS, RADIO AND TELEVISION REPAIRMEN

12. OBJECTIVITY - ABILITY TO LOOK AT THINGS IMPERSONALLY WITHOUT BIAS OR PREJUDICE.

    POSSIBLE JOBS - JUDGE, PERSONNEL JOBS, COUNSELLOR

13. EMOTIONAL STABILITY - ABILITY TO CONTROL ONES FEELING EVEN UNDER DIFFICULT CONDITIONS.

    POSSIBLE JOBS - AIRLINE PILOTS, NURSES, TEACHERS

14. PUBLIC SPEAKING ABILITY - ABILITY TO FACE A GROUP OF PEOPLE AND DELIVER A SPEECH OR ENGAGE IN A DEBATE WITH AN ADVERSARY.

    POSSIBLE JOBS - SALESMEN, TEACHERS, HOSPITAL ADMINISTRATORS

15. VERBAL ABILITY - ABILITY TO USE WORDS EFFECTIVELY WHETHER IN SPEAKING OR IN WRITING.

    POSSIBLE JOBS - EXECUTIVE POSITIONS (ALL TYPES), COLLEGE AND UNIVERSITY TEACHERS, SUPERVISORS/FOREMEN

16. VERBAL ABILITY - ABILITY TO USE WORDS EFFECTIVELY WHETHER IN SPEAKING OR IN WRITING.

    POSSIBLE JOBS - PHYSICAL THERAPISTS, TEACHERS, EXECUTIVE, LAWYERS

17. CLERICAL ABILITY/CLERICAL PERCEPTION - ABILITY TO RECOGNIZE OR PERCEIVE PERTINENT DETAILS IN VERBAL OR TABULATED MATERIALS

    POSSIBLE JOBS - REGISTERED PROFESSIONAL NURSE ACCOUNTANT, MEDICAL RECORD LIBRARIAN.

18. NUMERICAL ABILITY - ABILITY TO PERFORM ARITHMETIC OPERATIONS ACCURATELY AND WITH REASONABLE SPEED

    POSSIBLE JOBS - ACCOUNTANTS, STATISTICIAN, REGISTERED PHARMACISTS

19. INTELLIGENCE - ABILITY TO LEARN NEW THINGS AND ABILITY TO APPLY RETAINED KNOWLEDGE AND EXPERIENCE TO NEW SITUATIONS

POSSIBLE JOBS - UNIVERSITY TEACHERS, RESEARCHERS

20. INGENUITY/RESOURCEFULNESS - ABILITY TO COPE WITH OR DEAL PROMPTLY AND EFFECTIVELY WITH NEW PROBLEMS, SITUATIONS OR DEFFICULTIES.

POSSIBLE JOBS - AIRLINE PILOTS, ENGINEERS, PHYSICAL THERAPISTS.

21. RESEARCH ABILITY - ABILITY TO INVESTIGATE METHODICALLY , OBJECTIVELY AND ANALYTICALLY.

POSSIBLE JOBS - ENGINEERS, PHYSICISTS, MARKET RESEARCH WORKERS, SOCIOLOGISTS

22. BUSINESS ABILITY - ABILITY TO WORK IN AN ORGANIZED MANNER IN TRADE COMMERCE OR INDUSTRY.

POSSIBLE JOBS - HOSPITAL ADMINISTRATORS, OPTOMETRISTS, EXECUTIVES (ALL TYPES)

23. ORGANIZING ABILITY - ABILITY TO ARRANGE, EVALUATE AND UTILIZE FACTS AND FIGURES AND ABILITY TO MAKE PEOPLE WORK TOGETHER.

POSSIBLE JOBS - DIETICIANS, HOSPITAL ADMINISTRATORS, EXECUTIVES (ALL TYPES)

24. ARTISTIC ABILITY - ABILITY TO TRANSLATE THOUGHT OR EXPERIENCE INTO PHYSICAL FORM

POSSIBLE JOB - COMMERCIAL ARTISTS

25. INITIATIVE - ABILITY TO ORIGINATE IDEAS AND WILLINGNESS TO TAKE THE FIRST STEP.

POSSIBLE JOB - PUBLIC RELATION WORKERS ADVERTISING WORKERS, ARCHITECTS, COMMERCIAL ARTISTS.

INFORMATION SHEET

YOUR JOB, REQUIRED APTITUDE AND HIGH SCHOOL SUBJECTS

YPISTS CLERICAL

Recommended for: Men ______ Women ______

THE TYPIST AND THE TYPEWRITER ARE TWO PRACTICALLY INDISPENSABLE FEATURES OF THE MODERN OFFICE. THE KEYBOARD ON ALMOST ALL TYPEWRITERS, WHETHER MANUAL OR ELECTRIC, IS MORE OR LESS STANDARD, AS IS ITS OPERATION. MANY TYPISTS, BECAUSE OF SPECIAL DUTIES REQUIRED IN THEIR JOBS, HAVE SPECIAL TITLES. A GREAT MANY COMBINE GENERAL OFFICE WORK WITH TYPING. THESE ARE CALLED CLERK-TYPISTS. ANOTHER GROUP, CALLED TRANSCRIBING MACHINE OPERATORS, TYPE LETTERS AND OTHER MATTER BY LISTENING TO DICTATION RECORDED ON TAPE OR ON SOUND-PRODUCING RECORDS. STILL OTHER TYPISTS WITH SPECIAL JOB DUTIES AND TITLES ARE KNOWN AS POLICY WRITERS IN INSURANCE COMPANIES; AS WAYBILL CLERKS IN RAILROAD OFFICES; AS MORTAGAGE CLERKS IN BANKS; AND IN CERTAIN COMMERCIAL AND INDUSTRIAL FIRMS THERE ARE BILLING TYPISTS.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ MANUAL AND FINGER DEXTERITY
- ☐ GOOD VISION AND HEARING
- ☐ CLERICAL ABILITY
- ☐ NEATNESS
- ☐ ACCURACY
- ☐ ABILITY TO CONCENTRATE
- ☐ ABILITY TO GET ALONG WITH PEOPLE
- ☐ ABILITY FOR DETAILED WORK
- ☐ ABILITY TO FOLLOW INSTRUCTIONS

KEY HIGH SCHOOL SUBJECTS

- ☐ ENGLISH
- ☐ TYPING
- ☐ SHORTHAND
- ☐ BUSINESS PRACTICES
- ☐ MATHEMATICS

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* GOLDENTHAL, ALLAN B. YOUR CAREER SELECTION GUIDE. REGENTS PUBLISHING CO. NEWYORK, N.Y., 1967.

SPECIAL TRAINING

☐ HIGH SCHOOL BUSINESS COURSE, 4 YEARS

☐ BUSINESS SCHOOL COURSES RECOMMENDED*

*Ability to operate other office machines and knowledge of stenography are considered important for advancement to better paying positions.

KEY BUSINESS SCHOOL SUBJECTS

☐ TYPING (ELECTRIC & MANUAL)

☐ SHORTHAND

☐ OFFICE MACHINES

☐ GRAMMAR & PUNCTUATION

☐ SPELLING & VOCABULARY

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*GOLDENTHAL, ALLAN B. YOUR CAREER SELECTION GUIDE. REGENTS PUPLISHING CO. NEWYORK, N.Y., 1967.

CASHIERS CLERICAL

Recommended for: Men ____ Women X

THERE IS ONE THING ALL CASHIERS DO - THEY HANDLE MONEY PAID BY CUSTOMERS FOR GOODS BOUGHT OR SERVICES RENDERED. A RECORD IS KEPT OF THE MONEY PAID IN EACH TRANSACTION, SO THAT CASH ACCOUNTS CAN BE BALANCES AT THE END OF EACH DAY. CASHIERS OFTEN USE MACHINES WHICH ENABLE THEM TO PERFORM THEIR FUNCTIONS MORE QUICKLY AND EFFICIENTLY. PROBABLY THE BEST KNOWN OF THESE MACHINES IS THE CASH REGISTER. CASHIERS MAY ALSO USE ADDING MACHINES, CHANGE-DISPENSING MACHINES AND OTHER SPECIAL EQUIPMENT.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ MOANUAL DEXTERITY/FINGER DEXTERITY
- ☐ CLERICAL ABILITY
- ☐ GOOD EYE-HAND COORDINATION
- ☐ NUMERICAL ABILITY
- ☐ ACCURACY/METICULOSITY
- ☐ NEATNESS
- ☐ HONESTY
- ☐ ABILITY TO FOLLOW INSTRUCTIONS
- ☐ USUALLY OVER 18 YEARS OF AGE
- ☐ PLEASANT PERSONALITY

SPECIAL TRAINING

- ☐ HIGH SCHOOL DIPLOMA, 4 YEARS

KEY HIGH SCHOOL SUBJECTS

- ☐ ENGLISH
- ☐ TYPING
- ☐ MATHEMATICS
- ☐ BUSINESS PRACTICES

KEY BUSINESS SCHOOL SUBJECTS

- ☐ BUSINESS ARITHMETIC
- ☐ BOOKKEEPING
- ☐ TYPING
- ☐ OFFICE MACHINES

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*Goldenthal, Allan B. Your Career Selection Guide, Regents Publishing Co. Newyork, N.Y., 1967.

IS-6-5 (CONT'D)

ELECTRICIANS (CONSTRUCTION)

BUILDING TRADES

Recommended for: Men X Women ____

CONSTRUCTION ELECTRICIANS PERFORM THE VARIOUS TASKS THAT ARE RELATED TO ELECTRICAL WORK ON CONSTRUCTION PROJECTS. THEY PLAN, ASSEMBLE, INSTALL AND TEST ELCECTRICAL FIXTURES AND WIRING USED IN ELECTRICAL INSTALLATIONS. THEY ALSO INSTALL AND CONNECT ELECTRICAL MACHINERY, EQUIPMENT AND CONTROLS. THE ELECTRICIAN GENERALLY FURNISHES HIS OWN HAND-TOOLS AND QUITE OFTEN HE SUPPLIES THE HEAVIER TOOLS AND EQUIPMENT NEEDED IN HIS WORK. CONSTRUCTION ELECTRICIANS CAN WORK FOR ELECTRICAL CONTRACTORS, FOR GOVERNMENT AGENCIES, AND BUSINESS AND PROFESSIONAL OFFICES THAT NEED ELECTRICAL WORK DONE; OR THEY MAY BE SELF-EMPLOYED.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ GOOD VISION AND HEARING
- ☐ INGENUITY
- ☐ GOOD EYE-HAND COORDINATION
- ☐ RESOURCEFULNESS
- ☐ INTEREST IN ELECTRICITY
- ☐ MANUAL AND FINGER DEXTERITY
- ☐ SAFETY CONSCIOUSNESS
- ☐ PHYSICAL STRENGTH, STAMINA AND AGILITY
- ☐ COLOR PERCEPTION
- ☐ ABILITY TO WORK TO PRECISE STANDARDS
- ☐ ENJOYMENT OF OUTDOOR WORK
- ☐ MECHANICAL INTEREST/APTITUDE
- ☐ NUMERICAL ABILITY

KEY HIGH SCHOOL SUBJECTS

- ☐ ENGLISH
- ☐ PHYSICS
- ☐ ALGEBRA
- ☐ GEOMETRY
- ☐ MACHINE SHOP
- ☐ PHYSICAL EDUCATION

EDUCATIONAL REQUIREMENTS

☐ HIGH SCHOOL DIPLOMA, 4 YEARS

☐ APPRENTICESHIP, 4 OR 5 YEARS*

* In addition to 4 or 5 years of on-the-job training, apprenticeship includes at least 144 hours of classroom instruction.

LICENSE

MOST CITIES REQUIRE ELECTRICIANS TO BE LICENSED. TO OBTAIN A LICENSE, THE ELECTRICIAN MUST PASS ON EXAM WHICH REQUIRES A THOROUGH KNOWLEDGE OF THE CRAFT AND OF STATE AND LOCAL BUILDING CODES.

APPRENTICESHIP SUBJECTS

☐ ELECTRICAL INSTALLATIONS

☐ MAINTENANCE AND REPAIR OF TOOLS

☐ BLUEPRINT READING

☐ ELECTRICAL THEORY

☐ ELECTRONICS

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* GOLDENTHAL, ALLAN B. YOUR CAREER SELECTION GUIDE, REGENTS PUBLISHING CO. NEWYORK, N.Y., 1967.

IS-6-5 (CONT'D)

OPERATING ENGINEERS (CONSTRUCTION MACHINE OPERATORS) BUILDING TRADES

Recommended for: Men X Women ____

OPERATING ENGINEERS OPERATE, MAINTAIN, AND REPAIR VARIOUS TYPES OF POWER-DRIVEN CONSTRUCTION MACHINERY. THESE MACHINES INCLUDE POWER SHOVELS, CRANES, DERRICKS, HOISTS, PILE DRIVERS, CONCRETE MIXERS, PAVING MACHINES, TRENCH EXCAVATORS, BULLDOZERS, TRACTORS, AND PUMPS. MOST OPERATING ENGINEERS ARE EMPLOYED ON CONSTRUCTION WORK BUT SOME OPERATE CRANES, HOISTS, AND OTHER POWER-DRIVEN MACHINERY IN FACTORIES AND MINES.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ GOOD EYE-HAND-FOOT COORDINATION
- ☐ SPATIAL ABILITY (FREQUENTLY)
- ☐ GOOD JUDGMENT
- ☐ DEPTH PERCEPTION
- ☐ PHYSICAL STRENGTH AND STAMINA
- ☐ COLOR PERCEPTION
- ☐ MECHANICAL APTITUDE
- ☐ ENJOYMENT OF OUTDOOR WORK
- ☐ SAFETY CONSCIOUSNESS
- ☐ MANUAL DEXTERITY
- ☐ ABILITY TO FOLLOW INSTRUCTIONS QUICKLY

SPECIAL TRAINING

- ☐ HIGH SCHOOL DIPLOMA, 4 YEARS
- ☐ APPRENTICESHIP, 3 YEARS*

KEY HIGH SCHOOL SUBJECTS

- ☐ ENGLISH
- ☐ GEOMETRY
- ☐ ALGEBRA
- ☐ PHYSICS
- ☐ MACHINE SHOP
- ☐ PHYSICAL EDUCATION

SPECIAL TRAINING COURSES

- ☐ BLUEPRINT READING
- ☐ ELEMENTS OF ELECTRICITY
- ☐ PHYSICS
- ☐ WELDING
- ☐ AUTOMOTIVE SERVICING

*Apprenticeship includes 3 years of on-the-job training as well as 144 hours of classroom instruction.

Apprentice applicants must be between the ages of 18 and 25.

AIR CONDITIONING & REFRIGERATION MECHANICS

SKILLED TRADES: MECHANICS AND REPAIRMEN

Recommended for: Men X Women ___

AIR-CONDITIONING AND REFRIGERATION MECHANICS INSTALL AND REPAIR EQUIPMENT OF THIS KIND IN OFFICE BUILDINGS, FACTORIES, HOMES, FOOD STORES, RESTAURANTS AND OTHER ESTABLISHMENTS THAT USE THESE DEVICES. IN INSTALLING AIR CONDITIONING OR REFRIGERATION EQUIPMENT, THE MECHANIC PUTS THE MOTORS, CONDENSERS AND DEHUMIDIFIERS INTO PROPER POSITION, FOLLOWING DESIGN SPECIFICATIONS. HE CONNECTS DUCT WORK, REFEIGERANT LINES AND OTHER PIPING; INSTALLS ELECTRICAL CONTROLS, AND DOES THE FINAL TESTING TO SEE THAT THE UNIT OPERATES. WHEN EQUIPMENT BREAKS DOWN, THE MECHANIC MUST FIND OUT WHAT IS WRONG AND MAKE THE NEEDED REPAIRS. REGULAR MAINTENANT AND CHECKING FOR LEAKS.

APTITUDES & SPECIAL CHARACTERISTICS

☐ INTELLIGENCE

☐ MECHANICAL APTITUDE

☐ RESOURCEFULNESS

☐ ABILITY TO UNDERSTAND ELECTRICAL CIRCUITS

☐ INGENUITY

☐ GOOD PHYSICAL CONDITION

☐ NUMERICAL ABILITY

☐ MANUAL DEXTERITY/FINGER DEXTERITY

☐ BUSINESS ABILITY (FREQUENTLY)

☐ GOOD VISION AND HEARING

☐ COLOR DISCRIMINATION

☐ ABILITY TO FOLLOW DIRECTIONS

KEY HIGH SCHOOL SUBJECTS

☐ ENGLISH

☐ MATHEMATICS

☐ ALGEBRA

☐ PHYSICS

☐ BLUEPRINT READING

☐ ABILITY TO WORK SUPERVISED

☐ ABILITY TO WORK UNSUPERVISED

☐ ABILITY TO WORK TO PRECISE STANDARDS

☐ ABILITY TO TRANSLATE IDEAS INTO GRAPHIC FORM

☐ SPATIAL ABILITY

TECHNICAL TRAINING INSTITUTE

☐ TECHNICAL INSTITUTE, 1 YEAR

ON-THE-JOB TRAINING

MOST MECHANICS IN THESE FIELDS BEGIN AS HELPERS AND ACQUIRE SKILLS INFORMALLY BY WORKING SEVERAL YEARS WITH EXPERIENCED CRAFTSMEN.

NOTE: PERSONS IN BUSINESS FOR THEMSELVES REQUIRE BUSINESS ABILITY AND SALESMANSHIP.

KEY TECHNICAL SUBJECTS

☐ DESIGN OF EQUIPMENT

☐ INSTALLATION OF EQUIPMENT

☐ MAINTENANCE OF EQUIPMENT

☐ MATHEMATICS

☐ MECHANICAL DRAWING

☐ BLUEPRINT READING

☐ PHYSICS

☐ ELECTRICITY

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* GOLDENTHAL, ALLAN B. YOUR CAREER SELECTION GUIDE. REGENTS PUBLISHGIN CO. NEWYORK, N.Y., 1967.

AUTOMOBILE MECHANICS

SKILLED TRADES: MECHANICS AND REPAIRMEN

Recommended for: Men X Women ____

AUTOMOBILE MECHANICS ARE SKILLED WORKERS. THEY MAINTAIN AND REPAIR MECHANICAL, ELECTRICAL AND BODY PARTS OF TRUCKS, BUSES AND PASSENGERS CARS. THEY MAKE INSPECTIONS AND TESTS TO DETERMINE THE CAUSE OF FAULTY OPERATION, AND REPAIR OR REPLACE DEFECTIVE PARTS TO RESTORE THE VEHICLE TO WORKING CONDITION. TYPICAL MAINTENANCE AND REPAIR JOBS DONE BY MECHANICS ARE: TURNING THE ENGINE, REPLACING PISTON RINGS, ALIGNING FRONT WHEELS AND ADJUSTING OR RELINING BRAKES. MECHANICS IN SMALLER SHOPS ARE USUALLY QUALIFIED TO DO A NUMBER OF DIFFERENT KINDS OF JOBS. MANY AUTOMOBILE MECHANICS SPECIALIZE IN PARTICULAR TYPES OF REPARI WORK, SUCH AS AUTOMATIC TRANSMISSIONS, ELECTRICAL SYSTEMS, STEERING MECHANISMS, AND OTHER ASPECTS OF MOTOR VEHICLES.

APTITUDES & SPECIAL CHARACTERISTICS

☐ INTELLIGENCE

☐ MECHANICAL APTITUDE

☐ RESOURCEFULNESS

☐ GOOD PHYSICAL CONDITION

☐ BUSINESS ABILITY (ON OCCASION)

☐ MANUAL DEXTERITY/FINGER DEXTERITY

☐ MATHEMATICAL INTEREST/APTITUDE

☐ NUMERICAL ABILITY

☐ ABILITY TO WORK WITH PRECISION

☐ COLOR PERCEPTION (FOR ELECTRICAL WORK)

☐ SPATIAL ABILITY

KEY HIGH SCHOOL SUBJECTS

☐ VOCATIONAL TRAINING

☐ MATHEMATICS

☐ ENGLISH

☐ PHYSICS

☐ BLUEPRINT READING

TECHNICAL TRAINING

☐ VOCATIONAL HIGH SCHOOL, 4 YEARS

☐ TECHNICAL INSTITUTE, 1 YEAR

KEY TECHNICAL TRAINING SUBJECTS

☐ AUTO REPAIR

☐ BODY AND FENDER WORK

ON-THE-JOB TRAINING

ALTHOUGH A MAN CAN PERFORM SIMPLE TYPES OF REPAIR AFTER A FEW MONTHS TRAINING, IT GENERALLY TAKES AT LEAST 3 OR 4 YEARS TO BECOME AN ALL-ROUND MECHANIC.

☐ APPRENTICESHIP PROGRAM, 4 YEARS

☐ ARMED FORCES TRAINING

☐ MANUFACTURER'S TRAINING

NOTE: PERSONS IN BUSINESS FOR THEMSELVES REQUIRE BOTH BUSINESS ABILITY AND SALESMANSHIP.

KEY TECHNICAL TRAINING SUBJECTS

☐ AUTO REPAIR

☐ BODY AND FENDER WORK

☐ AUTOMATIC TRANSMISSIONS

☐ BRAKE SYSTEMS

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IS-6-5 (CONT'D)

TELEVISION AND RADIO SERVICEMEN

SKILLED TRADES: MECHANICS AND REPAIRMEN

Recommended for: Men X Women X

MOST OF THE SKILLED WORK DONE BY TELEVISION AND RADIO SERVICEMEN INVOLVES DIAGNOSING TROUBLE IN EQUIPMENT AND MAKING NECESSARY REPAIRS. THEIR KNOWLEDGE OF ELECTRICAL AND ELECTRONIC PARTS AND CIRCUITS ENABLES THEM TO ALSO INSTALL AND REPAIR HIGH-FIDELITY SOUND EQUIPMENT, PHONOGRAPHS, TAPE RECORDERS, PUBLIC ADDRESS SYSTEMS, MOBILE RADIOS AND AUTOMOBILE RADIOS. MANY SERVICEMEN SPECIALIZE IN JUST ONE OR TWO OR THESE FIELDS. REPAIRMEN USE A VARIETY OF TESTING EQUIPMENT AND SPECIALIZED TOOLS, WORKING EITHER ON LOCATION OR IN A SHOP. ON SERVICE CALLS, THE SERVICEMAN ADVISES CUSTOMERS WHAT IS WRONG AND WHAT MUST BE DONE TO FIX THE UNIT. HE ESTIMATES THE COST OF THE REPAIRS AND THE AMOUNT OF TIME IT IS LIKELY TO TAKE TO MAKE THEM.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ INTEREST IN ELECTRONICS
- ☐ FORM PERCEPTION
- ☐ MECHANICAL APTITUDE
- ☐ INGENUITY
- ☐ MANUAL DEXTERITY/FINGER DEXTERITY
- ☐ RESOURCEFULNESS
- ☐ GOOD HEARING
- ☐ SALESMANSHIP (FREQUENTLY)
- ☐ GOOD VISION AND COLOR PERCEPTION
- ☐ BUSINESS ABILITY (FREQUENTLY)
- ☐ ABILITY TO DEAL WITH PEOPLE

KEY HIGH SCHOOL SUBJECTS

- ☐ VOCATIONAL SPECIALITY
- ☐ MATHEMATICS
- ☐ ALGEBRA
- ☐ PHYSICS
- ☐ TRIGONOMETRY
- ☐ ENGLISH
- ☐ BLUEPRINT READING

☐ SPATIAL ABILITY

☐ VERBAL ABILITY

☐ NUMERICAL ABILITY

☐ NEAT APPEARANCE

☐ MATHEMATICAL INTEREST/APTITUDE

☐ COURTEOUS MANNER

TECHNICAL TRAINING*

☐ HIGH SCHOOL, 4 YEARS

☐ TECHNICAL INSTITUTE, 1- 2 YEARS

☐ MANUFACTURER'S TRAINING

☐ ON-THE-JOB TRAINING, 2 - 3 YEARS

*From 2 to 3 years combined training and on-the-job experience are required to become a qualified television and radio serviceman.

KEY TECHNICAL TRAINING SUBJECTS

☐ ELECTRONIC THEORY

☐ CIRCUITS

☐ ENGINEERING MATHEMATICS

☐ AUTOMATIC CONTROLS

☐ TRANSISTORS

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ALL-ROUND MACHINISTS

SKILLED TRADES: MACHINING

Recommended for: Men _X_ Women ____

THE ALL-ROUND MACHINIST IS A SKILLED METAL WORKER WHO MAKES PARTS WITH MACHINE TOOLS OR MAKES NEW MACHINE PRODUCTS. HE HAS A WIDE KNOWLEDGE OF SHOP PRACTICE AND UNDERSTAND THE PROPERTIES OF STEEL, IRON, ALUMINUM, BRASS AND OTHER METALS. FOLLOWING PRECISE BLUEPRINT SPECIFICATIONS HE CAN TURN A BLOCK OF METAL INTO AN INTRICATE PART AND SELECT PROPER WORKING TOOLS. HE OFTEN USES PRECISION-MEASURING INSTRUMENTS, SUCH AS MICROMETERS AND GAUGES.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ MECHANICAL APTITUDE
- ☐ INGENUITY
- ☐ MANUAL DEXTERITY/FINGER DEXTERITY
- ☐ RESOURCEFULNESS
- ☐ GOOD PHYSICAL CONDITION
- ☐ ABILITY TO WORK WITH PRECISION
- ☐ NUMERICAL ABILITY
- ☐ ABILITY TO FOLLOW DIRECTIONS
- ☐ FORM PERCEPTION
- ☐ GOOD DEPTH PERCEPTION
- ☐ SPATIAL ABILITY

KEY HIGH SCHOOL SUBJECTS

- ☐ VOCATIONAL SPECIALTY
- ☐ MATHEMATICS
- ☐ ALGEBRA
- ☐ TRIGONOMETRY
- ☐ BLUEPRINT READING
- ☐ ENGLISH
- ☐ PHYSICS

☐ ATTENTION TO DETAILS

☐ EYE-HAND COORDINATION

☐ CREATIVENESS (IN CERTAIN JOBS)

☐ MATHEMATICAL INTEREST

TECHNICAL TRAINING*

☐ HIGH SCHOOL, 4 YEARS

☐ TECHNICAL INSTITUTE, 2 YEARS

☐ APPRENTICESHIP PROGRAM, 4 YEARS

*Even with technical school training, extensive on-the-job training is necessary. An official apprenticeship program consists of shop work and related classroom work.

KEY TECHNICAL TRAINING SUBJECTS

☐ BLUEPRINT READING

☐ MECHANICAL DRAWING

☐ SHOP MATHEMATICS

☐ SHOP PRACTICES

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MACHINE TOOL OPERATORS

SKILLED TRADES: MACHINING

Recommended for: Men X Women ____

USING MACHINE TOOLS, MACHINE TOOL OPERATORS ARE ABLE TO SHAPE METALS TO PRECISE DIMENSIONS. THE MACHINE TOOL OPERATOR PLANS AND SETS UP THE CORRECT SEQUENCE OF MACHINE OPERATIONS IN ACCORDANCE WITH BLUEPRINTS, LAYOUTS OR OTHER INSTRUCTIONS. HE ADJUSTS SPEED, FEED AND OTHER CONTROLS, AND SELECTS THE PROPER CUTTING TOOLS. LATHES, DRILL PRESSES, BORING MACHINES, GRINDING AND MILLING MACHINES AND SCREW MACHINES ARE AMONG THE UNITS OPERATED. MOST MACHINE TOOL OPERATORS ARE EMPLOYED IN FACTORIES THAT FABRICATE METALS, TRANSPORTATION EQUIPMENT AND OTHER MACHINERY.

APTITUDES & SPECIAL CHARACTERISTICS

☐ INTELLIGENCE

☐ MECHANICAL APTITUDE

☐ GOOD PHYSICAL CONDITION

☐ FORM PERCEPTION

☐ GOOD VISION AND COLOR PERCEPTION

☐ SPATIAL ABILITY

☐ ABILITY TO FOLLOW DIRECTIONS

☐ ABILITY TO WORK WITH PRECISION

☐ ATTENTION TO DETAILS

☐ MANUAL DEXTERITY/FINGER DEXTERITY

☐ EYE-HAND COORDINATION

KEY HIGH SCHOOL SUBJECTS

☐ VOCATIONAL SPECIALTY

☐ MATHEMATICS

☐ SCIENCES

☐ BLUEPRINT READING

☐ METAL SHOP

TECHNICAL TRAINING*

☐ HIGH SCHOOL, 4 YEARS

☐ ON-THE-JOB TRAINING, 1-2 YEARS

*Some machine tool operator jobs are filled by men who have completed machinists' apprenticeship, while some companies have formal training programs.

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*GOLDENTHAL, ALLAN P. YOUR CAREER SELECTION GUIDE, REGENTS PUBLISHING CO. NEWYORK, N.Y., 1967.

TOOL & DIE MAKERS

SKILLED TRADES: MACHINING

Recommended for: Men X Women ____

TOOL AND DIE MAKERS ARE HIGHLY SKILLED, CREATIVE WORKERS WHOSE PRODUCTS-TOOLS, DIES, AND SPECIAL GUIDING AND HOLDING DEVICES - ARE THE BASIS OF MASS PRODUCTION IN THE METALWORKING INDUSTRIES. THEY USE ALMOST EVERY TYPE OF MACHINE TOOL AND PRECISION-MEASURING INSTRUMENT, AND WORK WITH ALL METALS AND ALLOYS COMMONLY USED IN MANUFACTURING. IN COMPARISON WITH MOST OTHER MACHINISTS, TOOL AND DIE MAKERS HAVE A BROADER KNOWLEDGE OF MACHINE OPERATIONS, SHOP PRACTICES, MATHEMATICS AND BLUEPRINT READING, AND CAN DO MORE PRECISE HANDWORK.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ MECHANICAL APTITUDE
- ☐ CREATIVENESS/INVENTIVENESS
- ☐ GOOD FINGER DEXTERITY/MANUAL DEXTERITY
- ☐ FORM PERCEPTION
- ☐ LIKING FOR PAINSTAKING WORK
- ☐ SPATIAL ABILITY
- ☐ ABILITY TO FOLLOW DIRECTIONS EXACTLY
- ☐ MATHEMATICAL INTEREST/APTITUDE
- ☐ NUMERICAL ABILITY
- ☐ GOOD VISION AND COLOR PERCEPTION
- ☐ ABILITY TO WORK WITH PRECISION
- ☐ ABILITY TO WORK TO PRECISE STANDARDS

KEY HIGH SCHOOL SUBJECTS

- ☐ VOCATIONAL SPECIALTY
- ☐ MATHEMATICS
- ☐ ALGEBRA
- ☐ TRIGONOMETRY
- ☐ PHYSICS
- ☐ ENGLISH
- ☐ BLUEPRINT READING

☐ IMAGINATION/INGENUITY

☐ RESOURCEFULNESS

☐ ABILITY TO SOLVE MECHANICAL PROBLEMS

☐ METICULOUS

☐ ABILITY TO TRANSLATE IDEAS INTO GRAPHIC FORM

TECHNICAL TRAINING

☐ HIGH SCHOOL, 4 YEARS

☐ APPRENTICESHIP, 4-5 YEARS*

*Most of time is devoted to practical shop, but some classroom work is also part of the training program. Some companies have searate programs for toolmaking and diemaking.

KEY TECHNICAL TRAINING SUBJECTS

☐ SHOP MATHEMATICS

☐ SHOP THEORY

☐ MECHANICAL DRAWING

☐ TOOL DESIGNING

☐ BLUEPRINT READING

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AS-6-1

ASSIGNMENT SHEET

WHICH TRACK TO WHICH JOB

INDICATE THE EDUCATIONAL TRACK YOU WILL TAKE TO SECURE THE JOBS LISTED BELOW.

JOBS		EDUCATIONAL TRACK
1.	FILE CLERK	EDUCATIONAL TRACK
2.	TYPIST	HIGH SCHOOL
3.	OPERATING ENGINEER	TECHNICAL SCHOOL
4.	COMMERCIAL ARTIST	TWO YEAR COLLEGE
5.	CASHIER	HIGH SCHOOL
6.	TECHNICAL WRITERS	TWO YEAR COLLEGE
7.	LAWYER	FOUR YEAR COLLEGE
8.	DENTIST	FOUR YEAR COLLEGE
9.	DRAFTERS	TWO YEAR COLLEGE
10.	ARCHITECT	FOUR YEAR COLLEGE
11.	ACCOUNTANT	FOUR YEAR COLLEGE
12.	RECEPTIONIST	HIGH SCHOOL
13.	MECHANICS	TECHNICAL SCHOOL
14.	SECRETARY	TWO YEAR COLLEGE
15.	CRAFTSMAN	TECHNICAL SCHOOL

ASSIGNMENT SHEET

JOBS FOR HIGH SCHOOL DROPOUTS

A. LIST EIGHT POSSIBLE JOBS FOR HIGH SCHOOL DROPOUTS

1. LABORER
2. DISH WASHER
3. PORTER
4. TRUCK HELPER
5. FARM HAND
6. CLEANER
7. PRODUCTION PACKAGER
8. GARBAGE COLLECTOR
9. SHIPPING PACKAGER
10. JANITOR

B. LIST FOUR PLACES WHERE HIGH SCHOOL DROPOUT COULD BE EMPLOYED

1. MANUFACTURING INDUSTRY
2. CONSTRUCTION INDUSTRY
3. FARM
4. INSTITUTIONS

ASSIGNMENT SHEET

JOBS, APTITUDES AND SPECIAL CHARACTERISTICS

INDICATE THE APTITUDES/SPECIAL CHARACTERISTICS REQUIRED FOR THE FOLLOWING JOBS:

JOB	SPECIAL CHARACTERISTICS
1. TYPISTS	MANUAL DEXTERITY FINGER DEXTERITY CLERICAL ABILITY INTELLIGENCE ACCURACY
2. CASHIERS	INTELLIGENCE MANUAL/FINGER DEXTERITY CLERICAL ABILITY EYE-HAND COORDINATION NUMERICAL
3. AUTOMOBILE MECHANICS	MECHANICAL APTITUDE RESOURCEFULNESS SPATIAL ABILITY MANUAL DEXTERITY INTELLIGENCE
4. TELEVISION AND RADIO SERVICE MEN	INTELLIGENCE FORM PERCEPTION MANUAL FINGER DEXTERITY SPATIAL ABILITY INGENUITY
5. MACHINE TOOL OPERATOR	MECHANICAL APTITUDE EYE-HAND COORDINATION MANUAL DEXTERITY FINGER DEXTERITY FORM PERCEPTION

LIST ANY TWO JOBS THAT ARE OF INTEREST TO YOU AND INDICATE THE APTITUDE/SPECIAL CHARACTERISTICS REQUIRED FOR THE JOB.

6. ____________________ ____________________

____

____

7. ____________________ ____________________

____

____

ASSIGNMENT SHEET

HIGH SCHOOL SUBJECTS AND JOBS

LIST THREE KEY HIGH SCHOOL SUBJECTS YOU NEED TO STUDY FOR THE FOLLOWING JOBS.

1. TYPIST

   A. ENGLISH
   B. TYPING
   C. SHORTHAND

2. CASHIER

   A. ENGLISH
   B. MATHEMATICS
   C. BUSINESS PRACTICES

3. ELECTRICIAN

   A. PHYSICS
   B. GEOMETRY
   C. MACHINE SHOP

4. AUTOMOBILE MECHANICS

   A. VACATIONAL SPECIALITY
   B. MATHEMATICS
   C. PHYSICS

5. MACHINE TOOL OPERATOR

   A. VOCATIONAL SPECIALITY
   B. MATHEMATICS
   C. METAL SHOP

LIST ANY TWO JOBS THAT ARE OF INTEREST TO YOU AND INDICATE THE KEY HIGH SCHOOL SUBJECTS YOU NEED TO STUDY TO PREPARE FOR THE JOB.

6. ______________________

   A. ____________________

   B. ____________________

   C. ____________________

7. ______________________

   A. ____________________

   B. ____________________

   C. ____________________

LESSON PLAN : 7

COURSE TITLE : PRE-VOCATIONAL CURRICULUM

UNIT I : DECISION-MAKING

TECHNICAL INFORMATION LESSON ____ GENERAL/GUIDANCE INFORMATION LESSON _X_

OR

JOB SKILL DEMONSTRATION LESSON ____

LESSON OBJECTIVES:

1. LIST THE DIFFERENT TYPES OF DECISION-MAKING ACTS.
2. LIST THE FIVE STEPS IN A STANDARD DECISION-MAKING STRATEGY.

SUPPLEMENTARY TEACHING ITEMS:

1. PRE-VOCATIONAL CURRICULUM STUDENT STUDY GUIDE (ONE PER STUDENT).
2. FILMSTRIP/CASSETTE TAPE "CAREER DECISION MAKING I," CAREER DECISION-MAKING PROGRAM, APPALACHIA EDUCATIONAL LABORATORY, MCKNIGHT PUBLISHING COMPANY, BLOOMINGTON, ILLINOIS.
3. TRANSPARENCY T-7-1, "A DECISION-MAKING STRATEGY".

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

IS-7-1 DECISION-MAKING

IS-7-2 EXAMPLE OF A DECISION-MAKING STRATEGY

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEET:

AS-7-1 IDENTIFYING THE DECISION-MAKING ACT.

AS-7-2 PRACTICING THE DECISION-MAKING STRATEGY.

AS-7-3 CHECKING UP.

AS-7-4 PERSONAL DATA SHEET.

INTRODUCTION:

A PERSON'S VOCATIONAL CHOICE IS PROBABLY ONE OF THE MOST IMPORTANT DECISIONS THEY WILL EVER MAKE. TO A LARGE EXTENT THIS DECISION WILL DETERMINE A PERSON'S SOCIAL, ECONOMICAL, AND EDUCATIONAL LEVELS AS WELL AS POSSIBLE GEOGRAPHIC LOCATION. IT MAY EVEN AFFECT THE FUTURES OF CHILDREN YET UNBORN.

REFERENCES:

1. FILMSTRIP/CASSETTE TAPE, "DECISION-MAKING PART I", CAREER DECISION-MAKING PROGRAM, APPALACHIA EDUCATIONAL LABORATORY, INC., MCKNIGHT PUBLISHING COMPANY, BLOOMINGTON, ILLINOIS.
2. "CAREER DECISION-MAKING FILMSTRIP GUIDE", CAREER DECISION-MAKING PROGRAM, APPALACHIA EDUCATIONAL LABORATORY, INC., MCKNIGHT PUBLISHING COMPANY, BLOOMINGTON, ILLINOIS.
3. VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT, J. PETERS AND JAMES C. HANSEN, THE MACMILLAN COMPANY, NEW YORK, NEW YORK.
4. OCCUPATIONAL INFORMATION, HOPPOCK, THIRD EDITION, MCGRAW-HILL BOOK COMPANY, NEW YORK, NEW YORK.

LESSON PLAN : 7

COURSE TITLE : PRE-VOCATIONAL CURRICULUM

UNIT I : DECISION-MAKING

OUTLINE:

I. DEVELOPING AWARENESS AND UNDERSTANDING OF THE DECISION-MAKING PROCESS.

A. THE KINDS OF DECISION-MAKING ACTS.

1. COMPLIANT ACT.
2. AGONIZING ACT.
3. CHANCE ACT.
4. DELAYED ACT.
5. DECISION-MAKING STRATEGY, OR SUPERSTAR.
   (FILMSTRIP "DECISION-MAKING, PART ONE")

B. THE FIVE STEPS IN A STANDARD DECISION-MAKING PROCESS.

1. DEFINE THE PROBLEM. GET THE FACTS.
2. IDENTIFY THE SOLUTIONS.
3. CONSIDER GOOD AND BAD POINTS OF EACH POSSIBLE SOLUTION.
4. CHOOSE A SOLUTION.
5. ACT. DEVELOP A PLAN OF ACTION.

(TRANSPARENCY T-7-1 "A DECISION MAKING STRATEGY")

C. THE FACTORS TO CONSIDER WHEN IN THE PROCESS OF DECISION-MAKING.

1. COMPLETE AND ACCURATE INFORMATION IS NEEDED IN ORDER TO MAKE A DECISION.
2. DECISIONS WILL NOT PLEASE EVERYONE.
3. DECISIONS MAY CHANGE AT SOME LATER TIME.
4. STEPS INVOLVED IN THE DECISION-MAKING PROCESS VARY WITH THE METHOD CHOSEN.
5. DECISIONS ARE MADE TO MEET NEEDS IMPORTANT TO THE INDIVIDUAL.
6. ONCE A DECISION IS MADE IT SHOULD BE ACTED UPON.

D. HAVE STUDENTS LIST SOME DECISIONS THEY HAVE MADE ALREADY.

1. WHILE ONE STUDENT TELLS ABOUT A DECISION THEY HAVE MADE, HAVE THE OTHERS ANALYZE THE REASONS GIVEN AND PLACE THEM UNDER ONE OR MORE OF THE FOLLOWING CATEGORIES:

   A. MEETS A NEED.

   B. SERVES SOMEONE ELSE.

   C. REQUIRED BY LAW, ETC.

2. AFTER ANALYSIS, LEAD THE CLASS IN A DICUSSION WHICH ILLUSTRATES HOW AVAILABLE INFORMATION WAS USED IN MAKING THE DECISON.

E. ASK A RESOURCE PERSON TO DISCUSS HOW THEY MADE THEIR CAREER DECISION.

1. CONDUCT THE CLASS USING THE PROCEDURE DESCRIBED AS FOLLOWING:

   A. ORIENT STUDENTS TO THE OCCUPATION OR FIELD TO BE DISCUSSED, PRIOR TO THE SPEAKERS VISIT.

   B. HAVE STUDENTS PREPARE QUESTIONS TO ASK THE SPEAKER ABOUT:

      1. JOB OPPORTUNITIES.

      2. TYPES OF OCCUPATIONS IN THEIR CAREER FIELD.

      3. JOB REQUIREMENTS.

      4. ATTITUDES.

      5. ATTENDENCE.

      6. TRAINING AND EDUCATION NEEDED BY THE STUDENT FOR THIS TYPE OF WORK SHOULD BE RELATED TO THE INDUSTRY BEING DISCUSSED.

      7. HOW DO WE GET THIS TYPE OF TRAINING IN HIGH SCHOOL?

   C. A WELL PREPARED NOTEBOOK (BY THE STUDENT) WILL PROVIDE RECORDS OF VITAL INFORMATION NEEDED FOR THEM TO MAKE DECISIONS ABOUT THE OCCUPATION EXPLORED.

F. LET EACH STUDENT SELECT A JOB FROM THE "HELP WANTED" SECTION OF A NEWSPAPER.

1. LET EACH STUDENT ATTEMPT TO JUSTIFY THEIR DECISION.

G. INSTRUCT STUDENTS TO FILL OUT PERSONAL DATA SHEET.

LESSON PLAN : 7

COURSE TITLE : PRE-VOCATIONAL CURRICULUM

UNIT I : DECISION-MAKING

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. LET EACH STUDENT SELECT A JOB FROM THE "HELP WANTED" SECTION OF A NEWSPAPER.
    A. LET EACH STUDENT ATTEMPT TO JUSTIFY THEIR DECISION.

LESSON SUMMARY AND REVIEW:

1. WHAT ARE THE FIVE WAYS (ACTS) THAT PEOPLE MAKE DECISIONS?
2. WHAT ARE THE FIVE STEPS IN A STANDARD DECISION-MAKING PROCESS?
3. WHAT ASSISTANCE IS AVAILABLE TO HELP STUDENTS MAKE A VOCATIONAL CHOICE?
4. CAN DECISIONS MADE BY OTHER PEOPLE IN SIMILAR SITUATIONS BE OF VALUE? WHY OR WHY NOT?

LESSON PLAN : 7

COURSE TITLE : PRE-VOCATIONAL CURRICULUM

UNIT I : DECISION-MAKING

UNIT TEST ITEMS:

MULTIPLE CHOICE

1. ROY IS CONFUSED BY THE MANY KINGS OF VIEDO GAMES IN THE ARCADE AND CAN'T DECIDE WHICH ONE TO PLAY. THIS IS AN EXAMPLE OF:

   A. COMPLIANT ACT.

   B. CHANCE ACT.

   C. AGONIZING ACT.

   D. DELAYED ACT.

2. DAVE HAD OTHER THINGS TO DO, SO HE DIDN'T TAKE TIME TO THINK ABOUT THE POSSIBILITY OF GOING TO THE CAREER CENTER NEXT YEAR. WHEN HE FINALLY GOT AROUND TO TELLING HIS COUNSELOR HE WANTED TO TAKE WOODWORKING, THE CLASS WAS FILLED. THIS IS AN EXAMPLE OF:

   A. CHANCE ACT.

   B. DELAYED ACT.

   C. DECISION-MAKING STRATEGY ACT.

   D. AGONIZING ACT.

3. TERESA GOES TO NURSING SCHOOL BECAUSE HER MOTHER SUGGESTED IT WHEN TERESA COULDN'T MAKE UP HER MIND WHAT SHE WANTED TO DO. THIS IS AN EXAMPLE OF:

   A. AGONIZING ACT.

   B. DECISION-MAKING STRATEGY ACT.

   C. CHANCE ACT.

   D. COMPLIANT ACT.

4. ABE WILL FINISH HIGH SCHOOL NEXT YEAR. HE HAS EXPLORED HIS INTERESTS, ABILITIES, VALUES, AND PERSONALITY TRAITS. HE KNOWS THAT HIS CHARACTERISTICS MATCH THOSE OF A MACHINISTS. HE HAS WANTED TO BE A MACHINIST FOR A LONG TIME. NOW HE IS GATHERING ALL THE FACTS HE CAN FIND ABOUT FIVE VO-TECH SCHOOLS HE IS CONSIDERING. THIS IS AN EXAMPLE OF:

   A. DECISION-MAKING STRATEGY ACT.
   B. DELAYED.
   C. CHANCE.
   D. COMPLIANT.

5. PAUL REFUSES TO GIVE ANY THOUGHT TO HIS OCCUPATIONAL PLANS. HE BELIEVES THAT IF HE'S IN THE RIGHT PLACE AT THE RIGHT TIME HE WILL GET THE JOB. THIS IS AN EXAMPLE OF:

   A. CHANCE ACT.
   B. DELAYED ACT.
   C. DECISION-MAKING STRATEGY ACT.
   D. AGONIZING ACT.

6. THE FIRST STEP IN THE DECISION-MAKING STRATEGY IS:

   A. ACT - FOLLOW THROUGH.
   B. IDENTIFY SOLUTIONS.
   C. DEFINE THE PROBLEM.
   D. CHOOSE A SOLUTION.

7. THERE ARE ____ STEPS IN THE DECISION-MAKING STRATEGY.

   A. 1

   B. 5

   C. 10

   D. 8

TRUE OR FALSE

1. ONCE A DECISION IS MADE IT SHOULD BE ACTED UPON.

2. COMPLETE AND ACCURATE INFORMATION IS NOT NEEDED IN ORDER TO MAKE A DECISION.

3. STEPS INVOLVED IN THE DECISION-MAKING PROCESS VARY WITH THE METHOD CHOSEN.

4. THERE ARE FIVE (5) KINDS OF DECISION-MAKING ACTS.

5. THERE ARE FOUR (4) STEPS IN A STANDARD DECISION-MAKING PROCESS.

LISTING

1. LIST THE FIVE STEPS IN A STANDARD DECISION-MAKING PORCESS.

   A.
   B.
   C.
   D.
   E.

2. LIST THE FIVE KINDS OF DECISION-MAKING ACTS.

   A.
   B.
   C.
   D.
   E.

LESSON PLAN : 7

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT I : DECISION-MAKING

KEY TO TEST:

MULTIPLE CHOICE:

1. C
2. B
3. D
4. A
5. A
6. C
7. B

TRUE OR FALSE:

1. TRUE
2. FALSE
3. TRUE
4. TRUE
5. FALSE

LISTING:

1. A. DEFINE THE PROBLEM.
   B. IDENTIFY THE SOLUTIONS.
   C. CONSIDER GOOD AND BAD POINTS OF EACH SOLUTION.
   D. CHOOSE A SOLUTION.
   E. ACT. DEVELOP A PLAN OF ACTION.

2. A. COMPLIANT ACT.
   B. AGONIZING ACT.
   C. CHANCE ACT.
   D. DELAYED ACT.
   E. DECISION-MAKING STRATEGY OR SUPERSTAR.

IS-7-1

INFORMATION SHEET

DECISION-MAKING

WHAT KIND OF DECISION-MAKING ACT HAVE YOU PUT TOGETHER? WHEN YOU HAVE A DECISION TO MAKE

1. DO YOU LET SOMEONE ELSE MAKE IT FOR YOU?

   IF SO, YOU HAVE A COMPLIANT ACT.

2. DO YOU GET SO CONFUSED TRYING TO FIGURE THINGS OUT THAT YOU CAN'T DECIDE ANYTHING?

   IF SO, YOU HAVE AN AGONIZING ACT.

3. DO YOU LEAVE THE DECISION CHANCE?

   IF SO, YOU HAVE A CHANCE ACT.

4. DO YOU PUT OFF MAKING THE DECISION, OFTEN UNTIL IT IS TOO LATE?

   IF SO, YOU HAVE A DELAYED ACT.

5. DO YOU GET ALL THE FACTS, THINK OF AS MANY POSSIBLE SOLUTIONS AS YOU CAN, AND CONSIDER THE GOOD AND BAD POINTS OF THESE POSSIBLE SOLUTIONS BEFORE MAKING THE DECISION?

   IF SO, YOU HAVE A DECISION-MAKING STRATEGY - A SUPER STAR ACT.

ASSIGNMENT SHEET

IDENTIFYING THE DECISION-MAKING ACT

USING THE INFORMATION SHEET, IDENTIFY THE DECISION-MAKING ACT BEING PERFORMED BY EACH OF THE FOLLOWING STUDENTS. WRITE THE ACT IN THE SPACE PROVIDED.

1. JOHN IS CONFUSED BY THE MANY KINDS OF TAPE PLAYERS IN THE MARKET AND CAN'T DECIDE WHICH ONE TO BUY.

   ____________________ ACT.

2. WANDA GOES TO COSMOTOLOGY SCHOOL BECAUSE HER MOTHER SUGGESTED IT WHEN WANDA COULDN'T MAKE UP HER MIND WHAT SHE WANTED TO DO.

   ____________________ ACT.

3. JOE REFUSES TO GIVE ANY THOUGHT TO HIS OCCUPATIONAL PLANS. HE BELIEVES THAT IF HE'S IN THE RIGHT PLACE AT THE RIGHT TIME HE'LL GET THE JOB.

   ____________________ ACT.

4. MIKE HAD OTHER THINGS TO DO, SO HE DIDN'T TAKE TIME TO THINK ABOUT THE POSSIBILITY OF GOING TO THE CAREER CENTER NEXT YEAR. WHEN HE FINALLY GOT AROUND TO TELLING HIS COUNSELOR HE WANTED TO TAKE WELDING, THE CLASS WAS FILLED.

   ____________________ ACT.

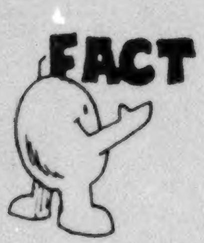
5. BECKY WILL FINISH HIGH SCHOOL NEXT YEAR. SHE HAS EXPLORED HER INTERESTS, ABILITIES, VALUES, AND PERSONALITY TRAITS. SHE KNOWS THAT HER CHARACTERISTICS MATCH THOSE OF NURSES. SHE HAS WANTED TO BE A NURSE FOR A LONG TIME. NOW SHE IS GATHERING ALL THE FACTS SHE CAN FIND ABOUT FIVE NURSING SCHOOLS SHE IS CONSIDERING.

   ____________________ ACT.

1. AGONIZING ACT.
2. COMPLIANT ACT.
3. CHANCE ACT.
4. DELAYED ACT.
5. DECISION-MAKING STRATEGY OR SUPER STAR ACT.

EXAMPLE OF A DECISION-MAKING STRATEGY

STEP 1. DEFINE THE PROBLEM, GET THE FACTS.



JACK IS NEAR THE END OF HIS JUNIOR YEAR IN HIGH SCHOOL. HE WANTS A SUMMER JOB. THE MONEY HE MAKES MAY BE USED AS HE WISHES.

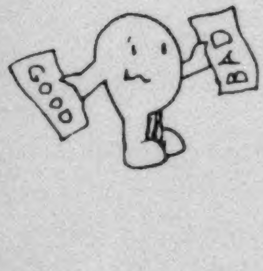
FACTORS WHICH WILL INFLUENCE HIS DECISION ARE:
1. HE WOULD LIKE TO MAKE ENOUGH MONEY TO BUY A MOTORCYCLE, AND
2. HE WOULD LIKE TO GET WORK EXPERIENCE THAT WOULD HELP HIM DECIDE ON AN OCCUPATION.

STEP 2. IDENTIFY SOLUTIONS.

JACK NEEDS TO FIND OUT ABOUT POSSIBLE JOBS. THESE ARE POSSIBILITIES:

1. THE CITY IS EMPLOYING YOU PART TIME TO PAINT CURBS, CUT GRASS, ETC. HE COULD APPLY FOR A JOB THERE.
2. LAST SUMMER HE WORKED FOR HIS UNCLE AS A HELPER. HIS UNCLE WAS IN THE AIR CONDITIONING AND HEATING BUSINESS.
3. THE VOLUNTEER BUREAU HAS ASKED FOR YOUTH TO WORK FULL TIME AT SUNRISE. HE WOULD CONDUCT GUIDED TOURS AND HELP OUT IN THE CHILDREN'S MUSEUM.

STEP 3. CONSIDER GOOD AND BAD POINTS OF EACH POSSIBLE SOLUTION.



1. HE CANNOT MAKE MUCH MONEY WORKING FOR THE CITY AND HE DISLIKES THE KIND OF JOB HE WOULD BE ASSIGNED. YET, HE WOULD ENJOY WORKING WITH SOME OF HIS FRIENDS WHO WILL BE WORKING FOR THE CITY.
2. HIS UNCLE PAYS WELL, BUT JACK ALREADY KNOWS, AFTER LAST SUMMER'S EXPERINECE THAT HE DOES NOT WANT TO BE AN AIR CONDITIONING/HEATING TECHNICIAN.
3. WORKING AS A NATURE GUIDE WOULD BE A NEW AND INTERESTING EXPERIENCE, BUT THE JOB PAYS NOTHING.

JACK IS NOT TOO HAPPY WITH ANY OF THE THREE POSSIBILITIES. HE HAPPENS TO THINK THAT A FAMILY FRIEND WHO HAS A CONSTRUCTION BUSINESS IS BUILDING SEVERAL HOUSES THIS SUMMER. SINCE JACK HAS THOUGHT A LITTLE ABOUT LOOKING INTO THE BUILDING CONSTRUCTION PROGRAM AT KANSAS STATE UNIVERSITY, HE DICIDES THAT BEING A HELPER ON THE CONSTRUCTION SITE WOULD BE THE BEST DECISION. HE CALLS THE FRIEND WHO SAYS THAT HE WILL EMPLOY JACK, BUT THE PAY IS NOT AS MUCH AS THE AIR CONDITIONING JOB PAYS. JACK IS TO LET THE FRIEND KNOW NEXT WEEK IF HE'LL TAKE THE JOB.

STEP 4. CHOOSE A SOLUTION.

JACK MAKES HIS DECISION AFTER DISCUSSING THE MATTER WITH HIS PARENTS. HE WILL TAKE THE CONSTRUCTION HELPER'S JOB.

STEP 5. ACT. DEVELOP A PLAN OF ACTION.

JACK CALLS THE FRIEND AND TELLS HIM HE WANTS THE JOB. HE ADJUSTS HIS SUMMER ACTIVITIES SCHEDULE AROUND THE JOB. HE ARRANGES TRANSPORTATION TO THE JOB SITE.

AS-7-2

PRACTICING THE DECISION-MAKING STRATEGY

YOUR GROUP ASSIGNMENT IS TO WORK THROUGH THE FIVE-STEP DECISION-MAKING STRATEGY IN SOLVING A PROBLEM. THE PROBLEM FOR YOUR ROUP IS IDENTIFIED ON THE NEXT PAGE. WHEN THE GROUP AGREES ON AN ANSWER FOR EACH STEP, THE GROUP RECORDER WILL WRITE THE ANSWER IN THE SPACE PROVIDED.

STEP 1. DEFINE THE PROBLEM. GET THE FACTS.

STEP 2. IDENTIFY POSSIBLE SOLUTION.

STEP 3. CONSIDER GOOD AND BAD POINTS OF EACH SOLUTION.

STEP 4. CHOOSE A SOLUTION.

STEP 5. ACT. DEVELOP A PLAN OF ACTION.

PRACTICING A DECISION-MAKING STRATEGY

DECISION SITUATION FOR GROUP I

BILL WANTS TO BECOME A NURSE. HE HAS EXPLORED HIS OWN CHARACTERISTICS--ABILITIES, INTERESTS, VALUES, PERSONALITY TRAITS--AND KNOWS THAT THEY ARE SIMILAR TO THOSE OF NURSES. HE HAS VISITED HOSPITALS, TALKED WITH NURSES, READ MATERIAL IN THE GUIDANCE OFFICE, AND OBSERVED THE NURSING PROGRAM AT BEN FRANKLIN. HE PLANS TO ENROLL IN THE BEN FRANKLIN PROGRAM NEXT YEAR. BILL'S PROBLEM IS MAKING UP HIS MIND WHERE HE WILL GO TO COLLEGE FOR TRAINING.

DECISION SITUATION FOR GROUP II

JILL WANTS TO GO TO COSMETOLOGY SCHOOL. SHE HAS NO MONEY AND HER PARENTS CANNOT AFFORD TO SEND HER. SHE WILL BE A SENIOR NEXT YEAR. WHAT SHOULD JILL DO?

DECISION SITUATION FOR GROUP III

JOHN THINKS HE WOULD LIKE TO BE AN ENGINEER. HE IS HAVING SOME TROUBLE WITH COLLEGE PREP MATH. MATH IS IMPORTANT IN ENGINEERING. JOHN REALLY DOESN'T KNOW TOO MUCH ABOUT WHAT AN ENGINEER DOES, BUT HE ADMIRES MR. SMITH WHO IS AN ENGINEER.

DECISION SITUATION FOR GROUP IV

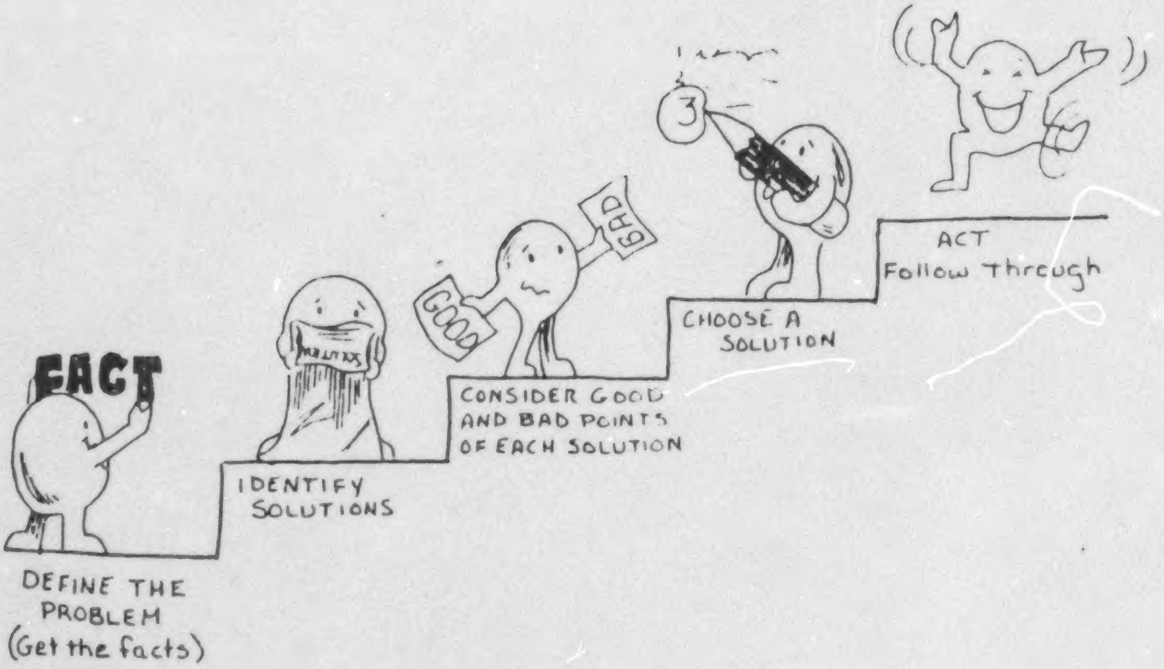
KIM IS A SOPHOMORE IN HIGH SCHOOL. SHE HAS ONLY ONE WEEK TO DECIDE WHAT SUBJECTS SHE IS GOING TO TAKE NEXT YEAR. SHE HAS NO IDEA WHAT TO TAKE. WHAT WOULD YOU SUGGEST THAT SHE DO.

T-7-1

A DECISION-MAKING STRATEGY

KEY WORDS:

DECISION.	THE ACTION YOU TAKE TO MEET A GOAL OR TO SOLVE A PROBLEM.
STRATEGY.	THE STEPS YOU FOLLOW IN MAKING A DECISION.


FACT
DEFINE THE PROBLEM (Get the facts)
IDENTIFY SOLUTIONS
GOOD
BAD
CONSIDER GOOD AND BAD POINTS OF EACH SOLUTION
3
CHOOSE A SOLUTION
ACT Follow Through

CHECKING UP

UNSCRAMBLE THE LETTERS IN EACH OF THE WORDS.

SGETTRYA

____

IICSODEN

____

FOLLOWING ARE THE STEPS IN A DECISION-MAKING STRATEGY. THEY ARE OUT OF ORDER. WRITE THAM IN ORDER IN THE SPACE PROVIDED BELOW.

IDENTIFY POSSIBLE SOLUTIONS.

DEFINE THE PROBLEM.

ACT. MAKE A PLAN OF ACTION.

CHOOSE A SOLUTION.

CONSIDER GOOD AND BAD POINTS OF EACH POSSIBLE SOLUTION.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________

STRATEGY

DECISION

1. DEFINE THE PROBLEM.
2. IDENTIFY POSSIBLE SOLUTIONS.
3. CONSIDER GOOD AND BAD POINTS OF EACH SOLUTION.
4. CHOOSE A SOLUTION.
5. ACT. MAKE A PLAN OF ACTION.

AS-7-4

STUDENT PERSONAL DATA FORM

TO THE STUDENT:

THE PURPOSE OF THIS FORM IS TO BRING TOGETHER ESSENTIAL INFORMATION ABOUT YOU, SO THAT YOUR TEACHER WILL KNOW YOU BETTER. ANSWER THE QUESTIONS FRANKLY AND COMPLETELY AS POSSIBLE. THE FORMS ARE FOR CONFIDENTIAL USE ONLY.

NAME ______________________________ AGE ____ DATE __________

ADDRESS ____________________________________ PHONE __________

PLACE OF BIRTH ____________________________ DATE OF BIRTH _____

FATHER'S NAME ____________________ OCCUPATION ______________

HIGHEST GRADE COMPLETED BY FATHER ____________________________

MOTHER'S NAME ____________________ OCCUPATION ______________

HIGHEST GRADE COMPLETED BY MOTHER ____________________________

OLDER BROTHERS AND SISTERS:

AGE	RELATIONSHIP	HIGHEST GRADE COMPLETED	OCCUPATION

WAS YOUR LAST YEAR'S SCHOLASTIC STANDING HIGH ___ ABOVE AVERAGE ___

AVERAGE _____ BELOW AVERAGE _____ LOW _____ (CHECK ONE)

LIST THE SUBJECT THAT: YOU LIKE BEST: ____________________

YOU DISLIKE MOST: ________________ IS EASIER: ________________

IS HARDEST: ______________________

DO YOU PLAN TO GRADUATE FROM HIGH SCHOOL? (YES OR NO)

CIRCLE THE LAST GRADE YOU PLAN TO COMPLETE; (HIGH SCHOOL) 9 10 11 12 (COLLEGE) FRESH. SOPH. JR. SR. POST GRAD.

STATE BRIEFLY THE CHIEF REASON WHY YOU MIGHT LEAVE SCHOOL: _____

____

____

WHAT OCCUPATIONS OR FIELDS OF WORK HAVE YOU CONSIDERED FOR YOUR LIFE'S WORK:

1ST CHOICE: ______________________________

2ND CHOICE: ______________________________

3RD CHOICE: ______________________________

IF YOU COULD DO JUST AS YOU WISHED, WHAT WOULD YOU WANT TO BE DOING WHEN YOU ARE AROUND 30 YEARS OF AGE? ______________________________

____

HOW MUCH SCHOOLING DO YOU PARENTS OR GUARDIANS WANT YOU TO COMPLETE?

____

WHAT VOCATION DO YOUR PARENTS WANT YOU TO FOLLOW? ______________

______________ WHY? ______________

Lesson Plan # 8

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title UNDERSTANDING HOW PEOPLE COMMUNICATE NON-VERBALLY:

Technical Information Lesson ______ General /Guidance Information Lesson X

OR

Job Skill Demonstration Lesson ______

LESSON TITLE

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. LIST THE VARIOUS EXPRESSIONS WHICH CAN BE COMMUNICATED NON-VERBALLY.

Tools and Materials:

1. TRANSPARIENCIES OF NON-VERBAL EXAMPLES.

T-8-1 MODEL #1
T-8-2 MODEL #2
T-8-3 MODEL #3
T-8-4 MODEL #4
T-8-5 MODEL #5
T-8-6 MODEL #6
T-8-7 MODEL #7

Informational Assignment:

READ INFORMATION SHEETS:
NONE

ANSWER QUESTIONS ON ASSIGNMENT SHEET:
NONE

Individualized Informational Assignment for Special Students:

References:

1. ELSON AND PECK. THE ART OF SPEAKING. 3RD EDITION, GINN AND CO. (A XEROX CO.), 1970
2. YOUR PERSONALITY, YOUR HEALTH, YOUR JOB. CENTER FOR VOCATIONAL EDUCATION; OHIO STATE UNIVERSITY, COLUMBUS, OHIO, 1974

Step 1 - Introduction for Preparation of the Student:

MANY FIRST EMPRESSIONS ARE MADE FROM YOUR PHYSICAL APPEARANCE AND YOUR NON-VERBAL COMMUNICATION. IN THIS LESSON WE HOPE TO BE OPENING UP THIS AREA SO THAT ALL THE STUDENTS WILL UNDERSTAND THE IMPORTANCE OF THEIR PHYSICAL ACTIONS AND HOW THEY'RE COMMUNICATING NON-VERBALLY.

Lesson Plan # 8

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title UNDERSTANDING HOW PEOPLE COMMUNICATE NON-VERBALLY.

STEP 2 - Presentation Outline:

I. WHAT MESSAGES ARE THESE PEOPLE RELATING TO YOU? (VIEW TRANSPARENCIES)

  A. HAVE EACH STUDENT WRITE DOWN WHAT THEY THINK EACH MODEL REPRESENTS.

  B. DISCUSS IN CLASS:

    1. WHAT EACH MODEL REPRESENTS:

      A. ANGER
      B. HAPPINESS
      C. CONFUSION
      D. TIRED, EXHAUSTED, WEARY
      E. GLEEFUL, WONDERFUL
      F. THINKING, PUZZLED
      G. VICTORY
      H. PROUD

    2. THE IMPORTANCE OF NON-VERBAL COMMUNICATION AND ITS EFFECT

II. ROLE PLAY MOVEMENTS OR BODY LANGUAGE WITH THE ENTIRE CLASS.

III. DISCUSS THE IMPORTANCE OF NON-VERBAL COMMUNICATION AND ITS EFFECT.

IV. PARTICIPATION IN CHARADES.

  A. DIVIDE CLASS INTO TWO TEAMS

    1. EACH TEAM ACT OUT CHARADE LISTED ON CARD (MADE UP BY TEACHER, SUCH AS PROUD).

    2. THE OTHER MEMBERS OF YOUR TEAM WILL GUESS THE FEELING.

    3. THIS WILL BE TIMED COMPETITION.

V. MORE CHARADE COMPETITION

  A. STUDENTS MAKE UP CHARADE

1. EITHER A TITLE OF A SONG, BOOK, TV SHOW OR MOVIE.

B. THE OPPOSITE TEAM ACTING THEM OUT.

1. EXAMPLE: ONE OF THE STUDENTS DRAW A CARD WHICH SAYS "PANTOMIME AN ELDERLY LADY WALKING A POODLE."

VI. HAVE STUDENTS WRITE A SUMMARY OF NON-VERBAL COMMUNICATION.

A. WHAT IT IS

B. WHAT THEY HAVE LEARNED

C. IF THEY LIKE IT.

Lesson Plan # 9

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title UNDERSTANDING HOW PEOPLE COMMUNICATE NON-VERBALLY.

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. VIEW AND DISCUSS MODELS ON THE TRANSPARENCIES
2. PARTICIPATE IN CHARADE MADE UP BY THE TEACHER.
3. PARTICIPATE IN CHARADE MADE UP BY THE STUDENTS
4. WRITE A SUMMARY OF NON-VERBAL COMMUNICATION INCLUDE
    - A. WHAT IT IS
    - B. WHAT THEY HAVE LEARNED
    - C. IF THEY LIKE IT

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. REVIEW TRANSPARENCIES AND BRIEFLY DESCRIBE THE FEELING EACH MODEL REPRESENTS.

ANSWER. A. MODEL 1 - ANGER
B. MODEL 2 - HAPPINESS
C. MODEL 3 - CONFUSION
D. MODEL 4 - TIRED, EXHAUSTED, WEARY
E. MODEL 5 - GLEEFUL, WONDERFUL
F. MODEL 6 - THINKING, PUZZLED
G. MODEL 7 - VICTORY
H. MODEL 8 - PROUD

Lesson Plan # 9

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title MAKING EDUCATIONAL OR TRAINING PLANS

Technical Information Lesson ______ General /Guidance Information Lesson X
OR
Job Skill Demonstration Lesson ______

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. LIST THE DIFFERENT CURRICULUMS OFFERED BY MOST SCHOOLS.
2. LIST THE THREE PEOPLE WHO CAN HELP TO ASSESS YOUR NEEDS AND EVALUATE THE VARIOUS EDUCATIONAL OFFERINGS.
3. EXPLAIN THE INFORMATION NEEDED FOR EDUCATIONAL AND TRAINING PROGRAM.

Tools and Materials:

1. FILMSTRIP, "DISCOVERY", AMERICAN TELEPHONE AND TELEGRAPH - FREE FILM - AVAILABLE THROUGH LOCAL TELEPHONE SYSTEM.
2. SPIRIT MASTERS, PROVIDED IN TEACHER'S GUIDE WITH FILM - "DISCOVERY".

Teaching Aids:

Informational Assignment:

READ INFORMATION SHEET:

IS- 9 -1 PROGRAMS AVAILABLE IN KANSAS AREA VOCATIONAL-TECHNICAL SCHOOLS.
IS- 9 -2 WHAT'S MY LINE?

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEET:

AS- 9 -1 A PLANNED POST-SECONDARY TRAINING PROGRAM.

Individualized Informational Assignment for Special Students:

References:

1. ASIMOV, ISSAC. TODAY AND TOMORROW AND .... NEW YORK, DOUBLEDAY, 1973.
2. TOFFLER, ALVIN. FUTURE SHOCK. NEW YORK, BANTAM, 1971.
3. COMMONER, BARRY. THE CLOSING CIRCLE: NATURE, MAN AND TECHNOLOGY. NEW YORK, BANTAM, 1972.
4. KANSAS AREA VOCATIONAL-TECHNICAL SCHOOLS VOCATIONAL DIVISION, KANSAS DEPARTMENT OF EDUCATION, 120 EAST 10TH ST., TOPEKA, KS.
5. LIFE CAREER GAME. DEPT. OF EDUCATION, 6401 LINDA VISTA RD., SAN DIEGO, CALIFORNIA.

Step 1 - Introduction for Preparation of the Student:

IT IS NECESSARY THAT STUDENTS UNDERSTAND HOW SCHOOL CAN PREPARE THEM FOR WORKING AT THE OCCUPATION OF THEIR CHOICE, SO THAT THEY WILL MAKE A SERIOUS EFFORT TO DEVELOP AN APPROPRIATE TRAINING PROGRAM. THE CHOICE TO BE MADE AT THIS POINT SHOULD NOT EMPHASIZE SPECIFIC COURSE OFFERING, BUT RATHER COURSE GROUPINGS OR CURRICULAR AREAS.

Lesson Plan # 9

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title MAKING EDUCATIONAL OR TRAINING PLANS

STEP 2 - Presentation Outline:

I. COMPLETE THE SPIRIT MASTER ONE, "WHAT DO YOU THINK?"

  A. THIS WILL STIMULATE THOUGHT ABOUT CURIOSITY, CREATIVITY, AND COMMUNICATION AS THEY RELATE TO NATURE.

  B. USE THIS EXERCISE TO LEAD INTO THE FILM "DISCOVERY".

  C. LEAD A CLASS DISCUSSION ON THEIR REACTIONS TO "WHAT DO YOU THINK?"

    1. USE THE TEACHERS GUIDE TO DIRECT THE CLASS DISCUSSION.

II. VIEW FILM "DISCOVERY".

  A. USE THE TEACHERS GUIDE TO INTRODUCE AND SUMMERIZE THE FILM, "DISCOVERY".

III. HAVE CLASS DISCUSSION ON SPIRIT MASTER TWO, "ART AS SCIENCE, SCIENCE AS ART?"

  A. THIS WILL HELP SHOW THE SIMILARITY OF ART AND SCIENCE IN TERMS OF THEIR MOTIVES AND GOALS.

IV. HAVE STUDENTS DO ONE OR MORE OF THE SUGGESTED ACTIVITIES (INCLUDED IN FILM TEACHERS GUIDE).

  A. ORGANIZE A DEBATE ON THE ISSUE, "TECHNOLOGY: MANKIND'S HOPE?"

  B. MAKE A COLLAGE OF MAGAZINE CUTOUTS OF VARIOUS TYPES OF COMMUNICATIONS.

  C. MAKE A LIST OF TEN MOST IMPORTANT ENVIRONMENTAL CONCERNS IN YOUR COMMUNITY.

  D. WRITE A RADIO SCIENCE DRAMA WHICH MIGHT TAKE PLACE IN THE YEAR 2000, DEALING WITH THE RELATIONSHIP BETWEEN MAN, SCIENCE, AND THE ENVIRONMENT.

  E. MAKE A LIST OF NEW JOBS THAT WILL BE CREATED BECAUSE OF MAN'S INVENTIONS AND THOSE WHICH MAY BECOME OBSOLETE.

V. DIRECT STUDENTS IN WRITING A TECHNICAL SCHOOL AND/OR COLLEGE TO OBTAIN LITERATURE.

A. USE AS- 9-1 WHICH PROVIDES A LIST OF ITEMS THAT SHOULD BE OBTAINED FROM THE VARIOUS INSTITUTES.

B. INVITE A VOCATIONAL COUNSELOR, FROM AN AREA VOCATIONAL TECHNICAL SCHOOL, TO SPEAK TO THE CLASS.

   1. COURSES AVAILABLE IN AVTS.
   2. LENGTH OF TIME NEEDED TO COMPLETE VARIOUS PROGRAMS.
   3. COST OF VARIOUS PROGRAMS.
   4. EMPLOYMENT POSSIBILITIES.
   5. MISCELLANEOUS.

C. SCHEDULE A VISIT TO AN AREA VOCATIONAL TECHNICAL SCHOOL.

   1. IF POSSIBLE INVITE THE PRINCIPLE OR VICE-PRINCIPLE TO GO ALONG WITH THE CLASS AND THE INSTRUCTOR.
   2. CONTACT THE DIRECTOR, ASSISTANT DIRECTOR OR THE VOCATIONAL COUNSELOR TO SET A DATE AND TIME.
   3. MAKE SURE TRANSPORATION IS AVAILABLE.

D. INVITE A COLLEGE COUNSELOR, FROM A LOCAL COLLEGE, TO SPEAK TO THE CLASS.

   1. MAJORS AND DEGREES AVAILABLE.
   2. LENGTH OF TIME TO COMPLETE THE VARIOUS PROGRAMS.
   3. COST OF VARIOUS PROGRAMS.
   4. EMPLOYMENT POSSIBILITIES FOR VARIOUS PROGRAMS.
   5. MISCELLANEOUS.

E. HAVE EACH STUDENT LIST THE CORE COURSES SECONDARY STUDENTS MUST COMPLETE IN THE DIFFERENT CURRICULUMS OFFERED BY THE SCHOOL.

   1. COLLEGE PREPARATION.
   2. VOCATIONAL-TECHNICAL.
   3. BUSINESS AND CLERICAL.
   4. GENERAL EDUCATION.

F. HAVE EACH STUDENT PREPARE A TENATIVE HIGH SCHOOL TRAINING PROGRAM THAT FOCUSES UPON THE PREPARATION NEEDED FOR THEIR "NEXT STOP".

1. WHEN STUDENTS HAVE COMPLETE THEIR PROGRAM WHICH INCLUDES CORE COURSES, COST, LENGHT OF TIME, ETC. HAVE THEM DO IS-9-2.

    A. THE LEARNING ACTIVITY "WHAT'S MY LINE?"

G. THROUGH THE USE OF THE LIFE CAREER GAME THE STUDENTS ARE PROVIDED THE OPPORTUNITY TO SIMULATE MAKING CAREER AND EDUCATIONAL PLANS FOR VARIOUS OCCUPATIONS.

VI. INVOLVE PARENTS, COUNSELORS, AND OTHER TEACHERS IN HELPING THE STUDENTS TO ASSESS THEIR NEEDS AND IN EVALUATING THE VARIOUS EDUCATIONAL OFFERINGS AVAILABLE TO THEM.

A. A BANQUET FOR EACH ORIENTATION CLASS MIGHT BE ORGANIZED SO AS TO INVOLVE TEACHERS, PARENTS, AND STUDENTS (OR)

B. AN OPEN HOUSE FOR EACH ORIENTATION CLASS MIGHT BE ORGANIZED SO AS TO INVOLVE TEACHERS, PARENTS, AND STUDENTS.

Lesson Plan # 9

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title MAKING EDUCATIONAL OR TRAINING PLANS

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. EACH STUDENT WILL WRITE AN INSTITUTION AND OBTAIN LITERATURE ON THE PROGRAMS AVAILABLE.
2. VISIT AN AREA VOCATIONAL-TECHNICAL SCHOOL.
3. EACH STUDENT WILL MAKE A LIST OF CORE COURSE.
4. EACH STUDENT WILL PREPARE A TENATIVE HIGH SCHOOL TRAINING PROGRAM.

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. LIST THE FOUR DIFFERENT CURRICULUMS OFFERED BY MOST SCHOOLS.
   - A. COLLEGE PREPARATORY.
   - B. VOCATIONAL-TECHNICAL.
   - C. BUSINESS AND CLERICAL.
   - D. GENERAL EDUCATION.
2. WHO ARE THE THREE PEOPLE WHO CAN HELP YOU TO ASSESS YOUR NEEDS AND EVALUATE THE VARIOUS EDUCATIONAL OFFERINGS AVAILABLE TO YOU?
   - A. PARENTS.
   - B. TEACHERS.
   - C. COUNSELORS.
3. WHAT INFORMATION SHOULD YOU TRY AND OBTAIN FOR YOUR EDUCATIONAL AND TRAINING PROGRAM?
   - A. COURSE TITLE.
   - B. LENGTH OF TIME IT TAKES TO COMPLETE THE PROGRAM.
   - C. COST PER YEAR AND TOTAL FOR PROGRAM.
   - D. EQUIPMENT NEEDED.

4. WHAT ARE THE OCCUPATIONAL AREAS OFFERED BY MOST AREA VOCATIONAL-TECHNICAL SCHOOLS.

A. AGRICULTURE EDUCATION.
B. DISTRIBUTIVE OCCUPATIONS
C. HEALTH OCCUPATIONS.
D. HOME ECONOMICS AND RELATED OCCUPATIONS.
E. BUSINESS OCCUPATIONS.
F. TRADE AND INDUSTRIAL OCCUPATIONS.
G. TECHNICAL EDUCATION.

Lesson Plan # 9

Course Title No. PRE-VOCATIONAL CURRICULUM

Unit Title MAKING EDUCATIONAL OR TRAINING PLANS

Unit Test Items Oral, Written, or Performance:

THERE ARE NO QUESTIONS FOR THIS UNIT. USE THE ASSIGNMENTS AND PARTICIPATION IN ACTIVITIES FOR EVALUATION PURPOSES.

AS-9-1

A PLANNED POST-SECONDARY TRAINING PROGRAM

NAME OF SCHOOL OR INSTITUTION ______________________________

ADDRESS ______________________________

DATE TO ENTER TRAINING PROGRAM ______________________________

DATE OF PROPOSED END OF TRAINING PROGRAM ______________________________

NAME OF COURSES TO BE TAKEN	LENGTH	YR. TO TAKE	COST PER HOUR	EQUIPMENT NEEDED	TOTAL COST

LIVING CONDITIONS:

A. LIVE AT HOME AND COMMUTE. APPROXIMATE COST ______________________________

B. LIVE IN DORMITORY. APPROXIMATE COST ______________________________

C. LIVE IN APARTMENT NEAR SCHOOL. APPROXIMATE COST ______________________________

D. OTHER. SPECIFY COST ______________________________

IS-9-2

"WHAT'S MY LINE"

THE LEARNING ACTIVITY WHICH HAS BEEN MOST MEANINGFUL TO MY I.V. CLASSES IS THE GAME, "WHAT'S MY LINE", AS IT WAS PLAYED ON TELEVISION SOME SEVERAL YEARS AGO.

FIRST, EVERY STUDENT LOOKS UP A JOB OF HIS OWN CHOOSING AND PREPARES HIMSELF TO ANSWER QUESTIONS CONCERNING THIS JOB. THEN, AS WE PLAY IT, THE TEACHER SELECT A PANEL OF FOUR, PLUS A TIMEKEEPER. (THESE FOUR PANEL MEMBERS ARE THE TOP FOUR STUDENTS IN THE CLASS, AND THE TIMEKEEPER IS OFTEN THE SLOWEST.) THIS SELECTED PANEL QUESTIONS FOUR STUDENTS WHO ARE USUALLY VOLUNTEERS. THE STUDENTS WHO ARE QUESTIONED CAN ONLY ANSWER "YES" OR "NO", BUT THE MODERATOR, (IN THIS CASE, THE TEACHER), MIGHT HAVE TO INTERVENE NOW AND THEN TO QUALIFY AND ANSWER.

EACH PANEL MEMBER QUIESTIONS ONE MINUTE, AFTER WHICH THE TIMEKEEPER BLOWS THE WHISTLE AND THE NEXT PANEL MEMBER TAKES UP THE QUESTIONING WHERE THE LAST MEMBER LEFT OFF. IN THE EVENT THE PANEL DOES NOT GUESS THE JOB IN SEVEN MINUTES, THE STUDENT BEING QUESTIONED TELLS WHAT HE DOES. AFTER THIS SELECTED PANEL HAS QUESTIONED THE FOUR VOLUNTEERS, THE FOUR HAVING BEEN QUESTIONED SERVE AS PANEL MEMBERS AND FOUR MORE VOLUNTEERS ARE QUESTIONED. THUS, EACH STUDENT SERVES AS A PANEL MEMBER AND AS THE GUEST WITH THE JOB.

I HAVE FOUND THAT IF THE PANEL MEMBERS ARE PROVIDED WITH SOME OF THE LEADING QUIESTIONS, THE GAME GETS OFF TO A GOOD START, AND THE STUDENTS RELATE TO THE THEORY OF JOB STUDIES. WE USUALLY START BY FINDING OUT WHETHER THE JOB IS OF A MANUAL, MECHANICAL, ETC., NATURE. THIS ALSO HELPS TO KEEP THE AUDIENCE "ON THEIR TOES".

THIS GAME HAS PROVED MORE SUCCESSFUL IN MY CLASSES THAN ANYTHING WE HAVE TRIED OTHER THAN FIELD TRIPS.

BY: MRS. SCOTT G. DICKINSON
C.C. ERWIN JR. HIGH

Lesson Plan # 10

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION IN FINANCING EDUCATION OR TRAINING

Technical Information Lesson ______ General/Guidance Information Lesson X
OR
Job Skill Demonstration Lesson ______

LESSON TITLE

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. WRITE A TENATIVE BUDGET PLAN
2. WRITE A TIME SCHEDULE SHOWING THE AMOUNT NEEDED PER WEEK TO MEET BUDGET NEEDS BY GRADUATING TIME
3. MAKE A LIST OF THE EQUIPMENT AND MATERIALS NECESSARY FOR THEIR TENATIVE EDUCATION OR TRAINING PLANS, AND THEIR COSTS.

Tools and Materials:

1. VARIOUS CATALOGS: EXAMPLE - SEARS, JC PENNEY, MONTGOMERY WARDS, STARET, ETC., FOR OBTAINING PRICES OF EQUIPMENT OR MATERIALS NEEDED.
2. THE STUDENT'S GUIDE: FIVE FEDERAL FINANCIAL AID PROGRAMS. PUBLISHED BY THE U.S. DEPARTMENT OF EDUCATION. WRITE TO: FEDERAL STUDENT FINANCIAL AID, P.O. BOX 84 WASHINGTON, D.C. 20044, FREE.

Teaching Aids:

1. TRANSPARANCIES

Informational Assignment:

Individualized Informational Assignment for Special Students:

References:

1. APPLYING FOR FINANCIAL AID. THE AMERICAN COLLEGE TESTING PROGRAM, 2201 NORTH DODGE ST., P.O. BOX 168, IOWA CITY, IOWA 52243

Step 1 Introduction for Preparation of the Student:

MANY PARENTS WAIT UNTIL GRADUATION TO BECOME SUDDENLY AWARE THAT THEY DO NOT HAVE THE FINANCIAL MEANS FOR THEIR CHILDREN'S POST SECENDARY TRAINING. WITH SOME ADVANCE PLANNING STUDENTS AND THEIR PARENTS CAN USUALLY FIND WAYS AND MEANS OF PAYING FOR A POST-SECONDARY EDUCATION. DETERMINING THE EXPECTED COST ALLOWS FOR THE DEVELOPMENT OF PLANS TO MEET THE EXPENSES.

Lesson Plan # 10

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title FINANCING EDUCATION OR TRAINING

Lesson Title:

STEP 2 - Presentation Outline:

I. WHO NEEDS FINANCIAL AID:

   A. THE KEY TO FINANCIAL AID IS FINANCIAL NEED.

      1. IF A STUDENT'S EDUCATION WILL COST MORE THAN THE STUDENT AND THEIR FAMILY ARE ABLE TO PAY, THEN THEY HAVE FINANCIAL NEED.

   B. THE TOTAL COST OF POST-SECONDARY EDUCATION CAN VARY A GREAT DEAL.

      1. DEPENDING ON THE KIND OF SCHOOL THE STUDENT CHOOSES.

      2. WHERE THE SCHOOL IS LOCATED.

      3. TUITION MAY BE HIGHER AT A PRIVATE COLLEGE THAN AT THE PUBLIC UNIVERSITY.

      4. LIVING EXPENSES MAY BE DIFFERENT IF THE STUDENT GOES AWAY TO SCHOOL THAN IF THEY LIVE AT HOME AND COMMUTE.

   C. WHATEVER SCHOOL THEY ATTEND, THE PARENTS AND THE STUDENT WILL BE EXPECTED TO CONTRIBUTE AS MUCH AS MUCH AS THEY CAN TO MEET THE COSTS.

      1. PARENTS WILL BE EXPECTED TO USE SOME OF THEIR INCOME AND SOME OF THEIR ASSETS TO HELP PAY FOR THE STUDENT'S EDUCATION.

      2. THE STUDENT WILL BE EXPECTED TO CONTRIBUTE A LARGE SHARE OF THEIR SUMMER EARNINGS AND OTHER FUNDS THEY MAY HAVE.

         A. THE STUDENT'S MOST IMPORTANT TASK FOR THE NEXT FEW YEARS IS THEIR EDUCATION.

   D. IF ALL THESE RESOURCES TOGETHER WON'T BE ENOUGH TO TAKE CARE OF THE EXPENSES, THEY SHOULD APPLY FOR FINANCIAL AID. (T-10-1)

II. HOW FINANCIAL AID WORKS.

   A. FINANCIAL AID COMES IN A VARIETY OF FORMS: SCHOLARSHIPS, GRANTS, LOANS, AND WORK-STUDY JOBS.

1. SCHOLARSHIPS AND GRANTS-DO NOT HAVE TO BE REPAID.
    A. THEY ARE AVAILABLE FROM MANY SOURCES.
        1. FEDERAL GOVERNMENT
        2. STATE AGENCIES
        3. PROFESSIONAL AND SERVICE ORGANIZATIONS
        4. PRIVATE FOUNDATIONS
        5. INDIVIDUAL SCHOOLS
    B. THE LARGEST AND BEST KNOWN SOURCE OF DIRECT GRANTS TO STUDENTS IS THE FEDERAL PELL GRANT PROGRAM.
2. LOANS - MAY COME FROM THE FEDERAL GOVERNMENT BY WAY OF THE SCHOOL, OR FROM PRIVATE FINANCIAL INSTITUTIONS.
    A. DEPENDING ON THE SPECIFIC LOAN PROGRAM, MONEY IS LOANED EITHER DIRECTLY TO THE STUDENT OR TO THE PARENTS.
    B. INTEREST RATES FOR MOST STUDENT LOANS ARE VERY REASONABLE.
3. WORK-STUDY PROGRAMS LET THE STUDENTS EARN MONEY TOWARD THEIR EDUCATION WHILE THEY'RE GOING TO SCHOOL.
    A. STUDENTS CAN SOMETIMES GET WORK-STUDY JOBS THAT ARE RELATED TO THEIR PROGRAM OF STUDY.
    B. WORK-STUDY WAGES ARE BASED ON FEDERAL MINIMUM WAGE GUIDELINES, BUT THEY MAY VARY ACCORDING TO THE SKILL AND EXPERIENCE NEEDED FOR THE JOB.

B. FOR MOST KINDS OF FINANCIAL AID, STUDENTS MUST BE ENROLLED AT LEAST HALF TIME, AND SHOW THAT THEY ARE MAKING SATISFACTORY PROGRESS IN THEIR PROGRAM OF STUDY.
    1. SOME STUDENT AID PROGRAMS HAVE SPECIAL REQUIREMENTS AND GUIDELINES. (T-10-2)

III. WHAT A STUDENT NEEDS TO DO:

A. APPLY FOR ADMISSION TO THE SCHOOLS OR COLLEGES.

B. AT THE SAME TIME, WRITE TO EACH SCHOOL'S FINANCIAL AID OFFICE.
    1. ASK FOR THE SCHOOL'S AID APPLICATION.
    2. FOR ANY INFORMATION ABOUT EXPENSES AND STUDENT AID.
    3. FILL OUT THE AID APPLICATION AND SEND IT IN BY THE SCHOOL'S DEADLINE.

C. PICK UP THE ACT FAMILY FINANCIAL STATEMENT (FFS) PACKET FROM:

  1. THE HIGH SCHOOL COUNSELOR

  2. THE FINANCIAL AID OFFICE AT ONE OF THE SCHOOLS, WHERE YOU'VE APPLIED.

D. THE FFS PACKET INCLUDES:

  1. A FAMILY FINANCIAL STATEMENT (FFS)

  2. INSTRUCTIONS FOR FILLING IT OUT.

  3. A LIST OF THE 4,000 SCHOOLS AND AGENCIES THAT USE THE ACT STUDENT NEED ANLYSIS SERVICE.

  4. A RETURN ENVELOPE.

E. IN MOST STATES, THE PACKET INCLUDES A STUDENT DATA FORM.

F. THE STUDENT CAN GET AN FFS PACKET ANY TIME AFTER NOVEMBER 1.

  1. THEY MUST NOT START FILLING IT OUT UNTIL AFTER JANUARY 1.

  2. THEY WILL NEED INFORMATION FROM A COMPLETED U.S. INCOME TAX RETURN FOR THE PREVIOUS YEAR.

G. FILL OUT THE FAMILY FINANCIAL STATEMENT.

  1. THIS FORM ASKS FOR INFORMATION THAT WILL BE USED IN ANALYZING THEIR FINANCIAL NEED.

  2. IT IS EASIER TO FILL OUT THE FFS IF THEY HAVE A COPY OF THEIR OR THEIR PARENT'S PREVIOUS TAX RETURN HANDY.

  3. THE HIGH SCHOOL COUNSELOR OR FINANCIAL AID OFFICER WILL HELP IN COMPLETING THE FAMILY FINANCIAL STATEMENT.

  4. IF THE FFS PACKET INCLUDES A STUDENT DATA FORM, BE SURE TO FILL IT OUT.

    A. IT GIVES THE FINANCIAL AID OFFICER MORE INFORMATION TO USE IN DECIDING HOW TO HELP THE STUDENT.

  5. THE FFS WILL ASK THE STUDENT TO NAME UP TO FOUR SCHOOLS OR AGENCIES WHERE THE ACT WILL SEND THE ANALYSIS REPORT.

    A. THIS IS DONE BY LISTING CODES FOR THE SCHOOLS OR AGENCIES.

    B. THERE IS A SMALL PROCESSING FEE FOR THIS SERVICE.

6. THE FFS WILL STATE THE CORRECT PROCEDURE FOR APPLYING FOR A PELL GRANT.

7. WHEN THE FAMILY FINANCIAL STATEMENT HAS BEEN COMPLETELY FILLED OUT, PUT IT AND YOUR STUDENT DATA FORM INTO THE RETURN ENVELOPE.

8. MAIL THEM TO ACT ALONG WITH A CHECK OR MONEY ORDER FOR CORRECT FEE.

(T-10-3)

IV. THE NEED ANALYSIS

A. WHAT HAPPENS TO THE INFORMATION THE STUDENT SENDS TO ACT ON THE FAMILY FINANCIAL STATEMENT?

1. THE ACT STUDENT NEED ANLYSIS HAS A SYSTEM FOR FIGURING HOW MUCH EACH STUDENT AND PARENT CAN AFFORD TO SPEND FOR POST-SECONDARY EDUCATION.

A. EACH FAMILY'S CONTRIBUTION IS FIGURED ACCORDING TO THE SAME FORMULA.

B. NO MATTER WHERE YOU LIVE, IN KANSAS OR NEW YORK, IN A CITY OR SMALL TOWN, THE FINANCIAL NEED WILL BE CALCULATED FAIRLY.

C. THERE ARE DIFFERENCES.IN FAMILY CIRCUMSTANCES.

A. FAMILY SIZE

B. UNUSUAL MEDICAL EXPENSES.

D. THE COST OF AN EDUCATION WILL VARY FROM ONE SCHOOL TO ANOTHER.

E. THE ACT NEED ANALYSIS SYSTEM TAKES ACCOUNT OF ALL OF THESE INDIVIDUAL DIFFERENCES.

(T-10-4)

V. SOURCES OF FINANCIAL AID.

A. THE FAMILY FINANCIAL STATEMENT IS USED TO APPLY FOR AID FROM MOST OF THE FOLLOWING SOURCES:

1. FEDERAL PROGRAMS - THE FEDERAL GOVERNMENT SETS ASIDE MILLIONS OF DOLLARS EACH YEAR FOR FINANCIAL AID.

A. THE MOST IMPORTANT SOURCE OF UNDERGRADUATE STUDENT AID IS THE GROUP OF PROGRAMS ADMINISTERED BY THE U.S. DEPARTMENT OF EDUCATION THROUGH INDIVIDUAL SCHOOLS.

2. PELL GRANT PROGRAM - THE LARGEST FEDERAL STUDENT AID PROGRAM IS THE PELL GRANT PROGRAM.

A. ITS PURPOSE IS TO MAKE SURE THAT ALL ELIGIBLE STUDENTS HAVE AT LEAST SOME OF THE MONEY THEY NEED TO CONTINUE THEIR EDUCATION AFTER HIGH SCHOOL.

B. TO BE ELIGIBLE FOR A PELL GRANT, A STUDENT MUST:

  1. SHOW THAT THEY HAVE FINANCIAL NEED.
  2. BE ENROLLED AS AN UNDERGRADUATE, AND NOT HAVE A BACHELOR'S DEGREE.
  3. BE ENROLLED AT LEAST HALF TIME, AT AN ELIGIBLE SCHOOL, IN AN ELIGIBLE PROGRAM OF STUDY.
  4. BE A U.S. CITIZEN OR PERMANENT RESIDENT, OR MEET CERTAIN CITIZENSHIP REQUIREMENTS.

C. THE AMOUNT OF EACH PELL GRANT DEPENDS ON THE STUDENT'S

  1. FINANCIAL NEED
  2. THE COST OF THEIR EDUCATION
  3. THE ACTUAL AMOUNT OF TIME THEY WILL BE ENROLLED DURING THE SCHOOL YEAR.

D. IN 1982-83 THE AMOUNT OF A PELL GRANT RANGES BETWEEN $50 AND $1,674.

E. A PELL GRANT IS OFTEN COMBINED WITH SOME OTHER KIND OF AID.

3. COLLEGE WORK-STUDY PROGRAM (CWS) - A WORK-STUDY JOB CAN BE A SOURCE OF VALUABLE WORK EXPERIENCE, AS WELL AS FINANCIAL ASSISTANCE.

  A. UNDER THE WORK-STUDY PROGRAM, THE EMPLOYER PAYS A SMALL PART OF THE STUDENT'S WAGES.

  B. THE GOVERNMENT PAYS THE OTHER PART.

  C. MOST WORK-STUDY POSITIONS ARE ON CAMPUS.

  D. STUDENTS CAN WORK PART-TIME WHILE THEY ARE IN SCHOOL.

  E. STUDENTS CAN WORK FULL TIME DURING THE SUMMER AND OTHER VACATION PERIODS.

  F. THE BASIC PAY RATE IS USUALLY THE CURRENT MINIMUM WAGE.

    1. THIS MAY VARY, DEPENDING ON THE SKILL AND EXPERIENCE NEEDED FOR THE JOB.

4. NATIONAL DIRECT STUDENT LOANS (NDSL) = THIS PROGRAM ENABLES THE STUDENT TO BORROW MONEY FROM THE FEDERAL GOVERNMENT, THROUGH THE SCHOOL.

  A. EACH PARTICIPATING SCHOOL RECEIVES A CERTAIN AMOUNT OF LOAN FUNDS, AND THE FINANCIAL AID ADMINISTRATOR DISTRIBUTES THEM ACCORDING TO NEED.

B. LOAN LIMITATIONS ARE $3,000 FOR THE FIRST TWO YEARS AND $6,000 FOR THE BACHELOR'S DEGREE.

C. THE LIMIT IS HIGHER FOR STUDENTS WHO GO ON TO GRADUATE OR PROFESSIONAL SCHOOLS.

D. REPAYMENT AND INTEREST BEGIN SIX MONTHS AFTER A STUDENT GRADUATES, LEAVES SCHOOL, OR DROP BELOW HALF-TIME ENROLLMENT.

E. INTEREST ON THESE LOANS IS 5% PER YEAR.

F. REPAYMENT MAY BE EXTENDED OVER A PERIOD OF TEN YEARS.

5. SUPPLEMENTARY EDUCATIONAL OPPORTUNITY GRANT PROGRAM (SEOG) - ARE PROVIDED TO A LIMITED NUMBER OF UNDERGRADUATE STUDENTS WITH FINANCIAL NEED.

   A. THIS GRANT MAY BE UP TO $2,000 A YEAR.

6. GUARANTEED STUDENT LOAN PROGRAM (GSL) - ENABLES THE STUDENT TO BORROW FROM A BANK, SAVINGS AND LOAN ASSOCIATION, CREDIT UNION, OR OTHER LENDER, AND A STATE OR OTHER PRIVATE NONPROFIT AGENCY WILL STAND BEHIND THE LOAN.

   A. A STUDENT WHOSE FAMILY ADJUSTED GROSS INCOME IS $30,000 OR LESS MAY, WITHOUT UNDERGOING A FINANCIAL NEEDS TEST.

      1. BORROW UP TO $2,500 A YEAR, TO A TOTAL OF $12,500 FOR UNDERGRADUATE STUDY

      2. HIGHER LIMITS FOR STUDENTS WHO GO ON TO GRADUATE SCHOOL OR PROFESSIONAL STUDY.

   B. A STUDENT WHOSE FAMILY ADJUSTED GROSS INCOME IS GREATER THAN $30,000 MUST UNDERGO A FINANCIAL NEEDS TEST.

      1. THE AMOUNT THAT MAY BE BORROWED DEPENDS ON THE STUDENT'S FINANCIAL NEED.

      2. IT MAY NOT EXCEED $2,500 A YEAR.

      3. AN ORIGINATION FEE OF 5% OF THE PRINCIPAL AMOUNT OF THE LOAN MUST BE PAID BY THE STUDENT AND NORMALLY WILL BE DEDUCTED FROM THE LOAN BEFORE IT IS DISBURSED.

      4. THE FEDERAL GOVERNMENT PAYS THE INTEREST ON THE LOAN WHILE THE STUDENT IS IN SCHOOL.

5. REPAYMENT AND 9% INTEREST BEGIN SIX MONTHS AFTER THE STUDENT GRADUATES, LEAVES SCHOOL, OR DROPS BELOW HALF-TIME ENROLLMENT.

7. AUZILIARY LOANS TO ASSIST STUDENTS (ALSO CALLED PARENT LOAN PROGRAM) - A PARENT, GRADUATE STUDENT, OR SELF SUPPORTING UNDERGRADUATE STUDENT MAY BORROW FROM A BANK OR OTHER LENDER, AND A STATE OR OTHER PRIVATE AGENCY WILL STAND BEHIND THE LOAN.

   A. A PARENT OR GUARDIAN MAY BORROW $3,000 PER YEAR TO A LIMIT OF $15,000

   B. A SELF SUPPORTING UNDERGRADUATE MAY BORROW $2,500 PER YEAR, LESS THE AMOUNT OF ANY GUARANTEED STUDENT LOAN RECEIVED, TO A LIMIT OF $12,500.

   C. THE FEDERAL GOVERNMENT DOES NOT PAY THE INTEREST ON A LOAN WHILE THE STUDENT IS IN SCHOOL.

   D. REPAYMENT AND 14% INTEREST BEGIN 60 DAYS FOLLOWING THE DATE OF LOAN DISBURSEMENT

   E. INTEREST RATE IS SUBJECT TO CHANGE.

8. NURSING AND HEALTH PROFESSIONS - THERE ARE SPECIAL FINANCIAL AID PROGRAMS FOR STUDENTS IN NURSING AND FOR GRADUATE STUDENTS IN THE FIELD OF MEDICINE DENISTRY, VETERINARY MEDICINE, OSTEOPATHIC MEDICINE, OPTOMETRY, PODIATRY, PHARMACY, AND PUBLIC HEALTH

   A. IF A STUDENT PLANS TO STUDY NURSING OR GO INTO ONE OF THE HEALTH PROFESSIONS, ASK THE FINANCIAL AID ADMINISTRATOR AT THE SCHOOL FOR MORE INFORMATION.

9. STATE PROGRAM - MOST STATES HAVE FINANCIAL AID PROGRAMS THAT INCLUDE SCHOLARSHIPS, GRANTS, AND LOANS AS WELL AS SPECIAL PROGRAMS.

   A. COMPETITIVE SCHOLARSHIP PROGRAMS ARE AWARDED IN STATEWIDE COMPETITION ON THE BASIS OF ACADEMIC ABILITY AND FINANCIAL NEED.

   B. STATE LOAN PROGRAMS ARE MADE BY COMMERCIAL LENDERS AND ARE GUARANTEED BY THE STATE EITHER THROUGH ITS OWN PROGRAM, OR IN CONJUNCTION WITH GUARANTEE AGENCY.

      1. A STATE AGENCY MAY MAKE LOANS DIRECTLY TO STUDENTS.

   C. TUITION EQUALIZATION PROGRAM - PROVIDE STUDENTS AT PRIVATE COLLEGES WITHIN THE STATE, GRANTS TO HELP ABSORB THE COST OF ATTENDING A SCHOOL WITH HIGH TUITION.

10. OTHER PROGRAMS - WHILE MOST STUDENT AID COME FROM FEDERAL AND STATE PROGRAMS, THESE ARE NOT THE ONLY SOURCES. SOME OTHERS ARE:

    A. INSTITUTIONAL PROGRAMS - MOST SCHOOLS HAVE THEIR OWN SCHOLARSHIP FUNDS, WITH VARYING REQUIREMENTS.

        1. INFORMATION ON THE VARIOUS PROGRAMS ARE AVAILABLE FROM THE FINANCIAL AID OFFICE AT THAT SCHOOL.

    B. COMMUNITY PROGRAMS - ALMOST EVERY COMMUNITY HAS ORGANIZATIONS, INSTITUTIONS, OR AGENCIES THAT PROVIDE AID TO STUDENTS IN SOME FORM. THEY MAY BE:

        1. PROFESSIONAL ORGANIZATIONS - LIKE LIONS, ROTARY, KIWANIS.

    C. FOUNDATIONS AND CORPORATE PROGRAMS - MANY PRIVATE FOUNDATIONS AND LARGE CORPORATIONS OFFER ASSISTANCE TO STUDENTS.

        1. THERE ARE PUPLICATIONS THAT LIST THESE AND OTHER FINANCIAL AID SOURCES.

        2. INFORMATION ON THESE PUPLICATIONS MAY BE FOUND AT THE SCHOOL OR PUBLIC LIBRARY.

VI. TENTATIVE BUDGET

    A. HAVE STUDENTS PLAN A TENTATIVE BUDGET FOR THE PROGRAM PREPARED IN LESSON #9.

    B. HAVE THE STUDENTS DEVELOP A TIME SCHEDULE SHOWING THE AMOUNT OF WORK NEEDED PER WEEK TO MEET BUDGET NEEDS BY GRADUATION TIME.

VII. ASK A RESOURCE PERSON FROM A SCHOOL'S OR COLLEGE'S FINANCIAL AIDS OFFICE TO SPEAK TO THE CLASS ON:

    A. LOANS

    B. GRANTS

    C. SCHOLARSHIPS

    D. WORK-STUDY, ETC.

VIII. ASSIGN STUDENTS TO WRITE TO AN INSTITUTION TO FIND OUT:

    A. THE ESTIMATED COST FOR ONE YEAR'S ENROLLMENT IN THEIR PROGRAM.

        1. ROOM

2. BOARD
3. TRANSPORTATION
4. TUITION
5. BOOKS
6. SUPPLIES AND MATERIALS
7. MISCELLANEOUS EXPENSES

B. HAVE EACH STUDENT REPORT THEIR FINDINGS TO THE CLASS (PLACE A COPY IN STUDENT FILE)

C. HAVE STUDENT MAKE A LIST OF MATERIALS AND EQUIPMENT AND THEIR COSTS NEEDED FOR THEIR PLANNED PROGRAM.

D. HAVE THE STUDENT PREPARE A BULLETIN BOARD DISPLAY SHOWING THE COST OF POST-SECONDARY EDUCATION.

1. SAMPLES -

    A. AUTOMOTIVE MECHANIC NEEDS TOOLS, SHOP CLOTHES, SAFETY GLASSES, POSSIBLY STEEL TOED BOOTS, AND GLOVES.

    B. COSMETOLOGY NEEDS COMBS, BRUSHES, CURLERS, BOBBY PINS, CLIPS, PERMANENT RODS, UNIFORMS AND SHOES, ETC.

Lesson Plan # 10

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION TO FINANCING EDUCATION OR TRAINING

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. EACH STUDENT WILL PREPARE A TENTATIVE BUDGET FOR THE PROGRAM PREPARED IN LESSON #10.
2. EACH STUDENT WILL PREPARE A TIME SCHEDULE SHOWING THE AMOUNT OF WORK NEEDED PER WEEK TO MEET BUDGET NEEDS BY GRADUATION TIME.
3. LISTEN TO GUEST SPEAKER ABOUT LOANS, GRANTS, SCHOLARSHIPS, WORK-STUDY, ETC.
4. EACH STUDENT WILL WRITE AN INSTITUTION TO FIND OUT THE ESTIMATED COST FOR ONE YEAR'S ENROLLMENT IN THEIR PROGRAM INCLUDING ROOM, BOARD, TRANSPORTATION, TUITION, BOOKS, SUPPLIES, MATERIALS, AND MISCELLANEOUS EXPENSES.
5. HAVE EACH STUDENT MAKE A REPORT TO THE CLASS ON THEIR FINDINGS.
6. HAVE THE CLASS PREPARE A BULLETIN BOARD SHOWING THE COST OF POST-SECONDARY EDUCATION.

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. WHAT IS THE KEY TO FINANCIAL AID?

   ANSWER - THE KEY IS TO HAVE FINANCIAL NEED.

2. LIST THE FOUR FORMS OF FINANCIAL AID.

   ANSWER - A. SCHOLARSHIP
   B. GRANTS
   C. LOANS
   D. WORK-STUDY JOBS

3. WHAT ARE THE FORMS OF FINANCIAL AID THAT DO NOT HAVE TO BE REPAID.

   ANSWER - A. SCHOLARSHIPS
   B. GRANTS

4. WHAT FINANCIAL AID PROGRAM LETS STUDENTS EARN MONEY TOWARD THEIR EDUCATION WHILE THEY ARE GOING TO SCHOOL.

   ANSWER - WORK-STUDY

5. DESCRIBE THE DIFFERENCE BETWEEN A GRANT AND A LOAN.

   ANSWER - A GRANT IS GIVEN ON NEED, ACADEMIC ABILITY AND DOES NOT HAVE TO BE REPAID. A LOAN IS GIVEN ON NEED, DRAWS INTEREST AND MUST BE REPAID.

[illegible] # 10

Course Title/No. PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION IN FINANCING EDUCATION OR TRAINING

Unit Test Items Oral, Written, or Performance:

TRUE OR FALSE

1. THE KEY TO FINANCIAL AID IS FINANCIAL NEED.
2. FINANCIAL AID COMES IN FOUR (4) FORMS CONSISTING OF SCHOLARSHIPS, GRANTS, LOANS, AND WORK-STUDY JOBS.
3. SCHOLARSHIPS AND GRANTS MUST BE REPAID.
4. WORK-STUDY PROGRAMS LET THE STUDENTS EARN MONEY TOWARD THEIR EDUCATION WHILE THEY ARE NOT ATTENDING SCHOOL.

5. A LOAN CAN BE ATTAINED BY A QUALIFIED PERSON AND MUST BE REPAID.
6. A WORK-STUDY JOB CAN BE A SOURCE OF VALUABLE WORK EXPERIENCE.
7. STUDENTS CAN WORK PART-TIME WHILE THEY ARE TAKING CLASSES AND FULL-TIME DURING THE SUMMER OR OTHER VOCATION PERIODS.

MULTIPLE CHOICE

1. FOR WORK-STUDY THE BASIC PAY RATE IS:
   A. THE CURRENT MINIMUM WAGE
   B. MAY VARY, DEPENDING ON SKILL AND EXPERIENCE NEEDED FOR THE JOB.
   C. NEITHER A OR B
   D. BOTH A AND B
   E. NONE OF THE ABOVE

2. THE ESTIMATED COST FOR ONE YEAR'S ENROLLMENT AT AN INSTITUTION MAY INCLUDE:
   A. ROOM
   B. BOARD
   C. TRANSPORTATION
   D. BOOKS
   E. ALL OF THE ABOVE

3. THE DIFFERENCE BETWEEN A GRANT AND A LOAN IS:
   A. A GRANT IS NOT REPAID
   B. A LOAN IS REPAID
   C. BOTH A GRANT AND A LOAN IS REPAID
   D. BOTH A GRANT AND A LOAN IS NOT REPAID
   E. BOTH A AND B

Lesson Plan # 10

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION TO FINANCING EDUCATION OR TRAINING

KEY TO UNIT TEST

TRUE OR FALSE

1. TRUE
2. TRUE
3. FALSE
4. FALSE
5. TRUE
6. TRUE
7. TRUE

MULTIPLE CHOICE

1. D
2. E
3. E

WHO NEEDS FINANCIAL AID

THE KEY TO FINANCIAL AID IS FINANCIAL NEED.

- -- IF A STUDENT'S EDUCATION WILL COST MORE THAN THE STUDENT AND THEIR FAMILY ARE ABLE TO PAY, THEN THEY HAVE FINANCIAL NEED.

THE TOTAL COST OF POST-SECONDARY EDUCATION CAN VARY A GREAT DEAL.

- -- DEPENDING ON THE KIND OF SCHOOL THE STUDENT CHOOSES.
- -- WHERE THE SCHOOL IS LOCATED.
- -- TUITION MAY BE HIGHER AT A PRIVATE COLLEGE THAN AT THE PUBLIC UNIVERSITY.
- -- LIVING EXPENSES MAY BE DIFFERENT IF THE STUDENT GOES AWAY TO SCHOOL THAN IF THEY LIVE AT HOME AND COMMUTE.

WHATEVER SCHOOL THEY ATTEND, THE PARENTS AND THE STUDENT WILL BE EXPECTED TO CONTRIBUTE AS MUCH AS THEY CAN TO MEET THE COSTS.

- -- IF THESE CONTRIBUTIONS WON'T BE ENOUGH TO TAKE CARE OF THE EXPENSES, THEY SHOULD APPLY FOR FINANCIAL AID.

HOW FINANCIAL AID WORKS

FINANCIAL AID COMES IN A VARIETY OF FORMS; SCHOLARSHIPS, GRANTS, LOANS, AND WORK-STUDY JOBS.

SCHOLARSHIPS AND GRANTS - DO NOT HAVE TO BE REPAID.

-- THEY ARE AVAILABLE FROM; FEDERAL GOVERNMENT, STATE AGENCIES, PROFESSIONAL AND SERVICE ORGANIZATIONS, PRIVATE FOUNDATIONS, AND INDIVIDUAL SCHOOLS.

-- THE LARGEST AND BEST KNOWN SOURCE OF DIRECT GRANTS TO STUDENTS IS THE FEDERAL PELL GRANT PROGRAM.

LOANS - MAY COME FROM THE FEDERAL GOVERNMENT BY WAY OF THE SCHOOL, OR FROM PRIVATE FINANCIAL INSTITUTIONS.

-- DEPENDING ON THE SPECIFIC LOAN PROGRAM, MONEY IS LOANED EITHER DIRECTLY TO THE STUDENT OR TO THE PARENTS.

-- INTEREST RATES FOR MOST STUDENT LOANS ARE VERY REASONABLE.

WORK-STUDY PROGRAMS - LET STUDENTS EARN MONEY TOWARD THEIR EDUCATION WHILE THEY'RE GOING TO SCHOOL.

-- STUDENTS CAN SOMETIMES GET WORK-STUDY JOBS THAT ARE RELATED TO THEIR PROGRAM OF STUDY.

-- WORK-STUDY WAGES ARE BASED ON FEDERAL MINIMUM WAGE GUIDELINES, BUT THEY MAY VARY ACCORDING TO THE SKILL AND EXPERIENCE NEEDED FOR THE JOB.

FOR MOST KINDS OF FINANCIAL AID, STUDENTS MUST BE ENROLLED AT LEAST HALF TIME, AND SHOW THAT THEY ARE MAKING SATISFACTORY PROGRESS IN THEIR PROGRAM OF STUDY. SOME STUDENT AID PROGRAMS HAVE SPECIAL REQUIREMENTS AND GUIDELINES.

WHAT A STUDENT NEEDS TO DO

APPLY FOR ADMISSION TO THE SCHOOLS AND COLLEGES.

AT THE SAME TIME, WRITE TO EACH SCHOOL'S FINANCIAL AID OFFICE.

- -- ASK FOR THE SCHOOL'S AID APPLICATION AND FOR ANY INFORMATION ABOUT EXPENSES AND STUDENT AID.

FILL OUT THE AID APPLICATION AND SEND IT IN BY THE SCHOOL'S DEADLINE.

PICK UP THE ACT FAMILY FINANCIAL STAEMENT (FFS) PACKET FROM THE HIGH SCHOOL COUNSELOR, OR THE FINANCIAL AID OFFICE AT ONE OF THE SCHOOLS WHERE THE STUDENT PLANS TO APPLY.

THE FAMILY FINANCIAL STATEMENT PACKET INCLUDES:

- -- A FAMILY FINANCIAL STATEMENT (FFS).
- -- INSTRUCTIONS FOR FILLING IT OUT.
- -- A LIST OF THE 4,000 SCHOOLS AND AGENCIES THAT USE THE ACT STUDENT NEED ANALYSIS SERVICE.
- -- A RETURN ENVELOPE.
- -- IN MOST STATES, THE PACKET INCLUDES A STUDENT DATA FORM.

YOU CAN GET A FAMILY FINANCIAL STATEMENT PACKET ANY TIME AFTER NOVEMBER FIRST.

- -- YOU MUST NOT START FILLING IT OUT UNTIL AFTER THE FIRST OF JANUARY.
- -- YOU WILL NEED INFORMATION FROM A COMPLETED U.S. INCOME TAX RETURN FOR THE PREVIOUS YEAR.

FILL OUT THE FAMILY FINANCIAL STATEMENT.

THIS FORM ASKS YOU FOR INFORMATION THAT WILL BE USED IN ANALYZING YOUR FINANCIAL NEED.

- -- IT IS EASIER TO FILL OUT THE FAMILY FINANCIAL STATEMENT IF YOU HAVE A COPY OF YOUR PREVIOUS TAX RETURN HANDY.
- -- THE HIGH SCHOOL COUNSELOR OR FINANCIAL AID OFFICER WILL HELP IN COMPLETING THE FAMILY FINANCIAL STATEMENT.
- -- IF THE FAMILY FINANCIAL STATEMENT PACKET INCLUDES A STUDENT DATA FORM, BE SURE TO FILL IT OUT.
  - -- IT GIVES THE FINANCIAL AID OFFICER MORE INFORMATION TO USE IN DECIDING HOW TO HELP THE STUDENT.
- -- THE FAMILY FINANCIAL STATEMENT WILL ASK THE STUDENT TO NAME UP TO FOUR SCHOOLS OR AGENCIES WHERE THE ACT WILL SEND THE ANALYSIS REPORT.
  - -- THIS IS DONE BY LISTING CODES FOR THE SCHOOLS OR AGENCIES.

- -- THERE IS A SMALL PROCESSING FEE FOR THIS SERVICE.

-- THE CORRECT PROCEDURE WILL BE STATED FOR APPLYING FOR A PELL GRANT.

-- MAIL THE COMPLETED FAMILY FINANCIAL STATEMENT, STUDENT DATA FORM, AND A CHECK OR MONEY ORDER FOR THE CORRECT FEE IN THE RETURN ENVELOPE TO ACT.

THE NEED ANALYSIS

WHAT HAPPENS TO THE INFORMATION THE STUDENT SENDS TO ACT ON THE FAMILY FINANCIAL STATEMENT?

THE ACT STUDENT NEED ANALYSIS HAS A SYSTEM FOR FIGURING HOW MUCH EACH STUDENT AND PARENT CAN AFFORD TO SPEND FOR POST-SECONDARY EDUCATION.

EACH FAMILY'S CONTRIBUTION IS FIGURED ACCORDING TO THE SAME FORMULA. NO MATTER WHERE YOU LIVE, IN KANSAS OR NEW YORK, IN A CITY OR SMALL TOWN, THE FINANCIAL NEED WILL BE CALCULATED FAIRLY.

THERE ARE DIFFERENCES IN FAMILY CIRCUMSTANCES; THE FAMILY SIZE, AND UNUSUAL MEDICAL EXPENSES.

THE COST OF AN EDUCATION WILL VARY FORM ONE SCHOOL TO ANOTHER.

THE ACT NEED ANALYSIS SYSTEM TAKES ACCOUNT OF ALL OF THESE INDIVIDUAL DIFFERENCES.

SOURCES OF FINANCIAL AID

THE FAMILY FINANCIAL STATEMENT IS USED TO APPLY FOR AID FROM MOST OF THE FOLLOWING SOURCES:

FEDERAL PROGRAMS - THE FEDERAL GOVERNMENT SETS ASIDE MILLIONS OF DOLLARS EACH YEAR FOR FINANCIAL AID.

PELL GRANT PROGRAM - THE LARGEST FEDERAL STUDENT AID PROGRAM IS THE PELL GRANT PROGRAM.

ITS PURPOSES IS TO MAKE SURE THAT ALL ELIGIBLE STUDENTS HAVE AT LEAST SOME OF THE MONEY THEY NEED TO CONTINUE THEIR EDUCATION AFTER HIGH SCHOOL.

TO BE ELIGIBLE FOR A PELL GRANT, A STUDENT MUST:

-- SHOW THAT THEY HAVE FINANCIAL NEED.
-- BE ENROLLED AS AN UNDERGRADUAT, AND NOT HAVE A BACHELOR'S DEGREE.
-- BE ENROLLED AT LEAST HALF TIME, AT AN ELIGIBLE SCHOOL, IN AN ELIGIBLE PROGRAM OF STUDY.
-- BE A U.S. CITIZEN OR PERMANENT RESIDENT, OR MEET CERTAIN CITIZENSHIP REQUIREMENTS.

THE AMOUNT OF EACH PELL GRANT DEPENDS ON THE STUDENT'S:

-- FINANCIAL NEED.
-- THE COST OF THEIR EDUCATION.
-- THE ACTUAL AMOUNT OF TIME THEY WILL BE ENROLLED DURING THE SCHOOL YEAR.

IN 1982-1983 THE AMOUNT OF A PELL GRANT RANGES BETWEEN $50 AND $1,674.

A PELL GRANT IS OFTEN COMBINED WITH SOME OTHER KIND OF AID.

COLLEGE WORK-STUDY PROGRAM (CWS) - A WORK-STUDY JOB CAN BE A SOURCE OF VALUABLE WORK EXPERIENCE, AS WELL AS FINANCIAL ASSISTANCE.

UNDER THE WORK-STUDY PROGRAM, THE EMPLOYER PAYS A SMALL PART OF THE STUDENT'S WAGES.

THE GOVERNMENT PAYS THE OTHER PART.

MOST WORK-STUDY POSITIONS ARE ON CAMPUS.

STUDENTS CAN WORK PART TIME WHILE THEY ARE IN SCHOOL.

STUDENTS CAN WORK FULL TIME DURING THE SUMMER AND OTHER VACATION PERIODS.

THE BASIC PAY RATE IS USUALLY THE CURRENT MINIMUM WAGE.

-- THIS MAY VARY, DEPENDING ON THE SKILL AND EXPERIENCE NEEDED FOR THE JOB

NATIONAL DIRECT STUDENT LOANS (NDSL) - THIS PROGRAM ENABLES THE STUDENT TO BORROW MONEY FORM THE FEDERAL GOVERNMENT, THROUGH THE SCHOOL.

EACH PARTICIPATING SCHOOL RECEIVES A CERTAIN AMOUNT OF LOAN FUNDS, AND THE FINANCIAL AID ADMINISTRATOR DISTRIBUTES THEM ACCORDING TO NEED.

LOAN LIMITATIONS ARE $3,000 FOR THE FIRST TWO YEARS AND $6,000 FOR THE BACHELOR'S DEGREE.

THE LIMIT IS HIGHER FOR STUDENTS WHO GO ON TO GRADUATE OR PROFESSIOANL SCHOOLS.

REPAYMENT AND INTEREST BEGIN SIX MONTHS AFTER A STUDENT GRADUATES, LEAVES SCHOOL, OR DROP BELOW HALF-TIME ENROLLMENT.

INTEREST ON THESE LOANS IS 5% PER YEAR.

REPAYMENT MAY BE EXTENDED OVER A PERIOD OF TEN YEARS.

SUPPLEMENTARY EDUCATIONAL OPPORTUNITY GRANT PROGRAM (SEOG) - ARE PROVIDED TO A LIMITED NUMBER OF UNDERGRADUATE STUDENTS WITH FINANCIAL NEED.

THIS GRANT MAY BE UP TO $2000 A YEAR.

GUARANTEED STUDENT LOAN PROGRAM (GSL) - ENABLES THE STUDENT TO BORROW FROM A BANK, SAVINGS AND LOAN ASSOCIATION, CREDIT UNION, OR OTHER LENDER, AND A STATE OR OTHER PRIVAT NONPROFIT AGENCY WILL STAND BEHIND THE LOAN.

A STUDENT WHOSE FAMILY ADJUSTED GROSS INCOME IS $30,000 OR LESS MAY, WITHOUT UNDERGOING A FINANCIAL NEEDS TEST,

-- BORROW UP TO $2,500 A YEAR, TO A TOTAL OF $12,500 FOR UNDERGRADUATE STUDY,

-- HIGHER LIMITS FOR STUDENTS WHO GO ON TO GRADUATE SCHOOL OR PROFESSIONAL STUDY.

A STUDENT WHOSE FAMILY ADJUSTED GROSS INCOME IS GREATER THAN $30,000 MUST UNDERGO A FINANCIAL NEEDS TEST.

-- THE AMOUNT THAT MAY BE BORROWED DEPENDS ON THE STUDENT'S FINANCIAL NEED.

-- IT MAY NOT EXCEED $2,500 A YEAR.

-- AN ORIGINATION FEE OF 5% OF THE PRINCIPAL AMOUNT OF THE LOAN MUST BE PAID BY THE STUDENT AND NORMALLY WILL BE DEDUCTED FROM THE LOAN BEFORE IT IS DISBURSED.

-- THE FEDERAL GOVERNMENT PAYS THE INTEREST ON THE LOAN WHILE THE STUDENT IS IN SCHOOL.

-- REPAYMENT AND 9% INTEREST BEGIN SIX MONTHS AFTER THE STUDENT GRADUATES, LEAVES SCHOOL, OR DROPS BELOW HALF-TIME ENROLLMENT.

AUXILIARY LOANS TO ASSIST STUDENTS (ALSO CALLED PARENT LOAN PROGRAM) - A PARENT, GRADUATE STUDENT, OR SELF SUPPORTING UNDERGRADUATE STUDENT MAY BORROW FROM A BANK OR OTHER LENDER, AND A STATE OR OTHER PRIVATE AGENCY WILL STAND BEHIND THE LOAN.

-- A PARENT OR GUARDIAN MAY BORROW $3,000 PER YEAR TO A LIMIT OF $15,000.

-- A SELF SUPPORTING UNDERGRADUATE MAY BORROW $2,500 PER YEAR, LESS THE AMOUNT OF ANY GUARANTEED STUDENT LOAN RECEIVED, TO A LIMIT OF $12,500.

-- THE FEDERAL GOVERNMENT DOES NOT PAY THE INTEREST ON A LOAN WHILE THE STUDENT IS IN SCHOOL.

-- REPAYMENT AND 14% INTEREST BEGIN 60 DAYS FOLLOWING THE DATE OF LOAN DISBURSEMENT.

-- INTEREST RATE IS SUBJECT TO CHANGE.

NURSING AND HEALTH PROFESSIONS - THERE ARE SPECIAL FINANCIAL AID PROGRAMS FOR STUDENTS IN NURSING AND FOR GRADUATE STUDENTS IN THE FIELD OF MEDICINE, DENISTRY, VETERINARY MEDICINE, OSTEOPATHIC MEDICINE, OPTOMETRY, PODIATRY, PHARMACY, AND PUBLIC HEALTH.

-- IF A STUDENT PLANS TO STUDY NURSING OR GO INTO ONE OF THE HEALTH PROFESSIONS, ASK THE FINANCIAL AID ADMINISTRATOR AT THE SCHOOL FOR MORE INFORMATION.

STATE PROGRAM - MOST STATES HAVE FINANCIAL AID PROGRAMS THAT INCLUDE SCHOLARSHIPS, GRANTS, AND LOANS AS WELL AS SPECIAL PROGRAMS.

-- COMPETITIVE SCHOLARSHIP PROGRAMS - ARE AWARDED IN STATEWIDE COMPETITION ON THE BASIS OF ACADEMIC ABILITY AND FINANCIAL NEED.

-- STATE LOAN PROGRAMS - ARE MADE BY COMMERCIAL LENDERS AND ARE GUARANTEED BYTHE STATE EITHER TROUGH ITS OWN PROGRAM, OR IN CONJUNCTION WITH GUARANTEE AGENCY.

-- A STATE AGENCY MAY MAKE LOANS DIRECTLY TO STUDENTS.

-- TUITION EQUALIZATION PROGRAM - PROVID STUDENTS, AT PRIVATE COLLEGES WITHIN THE STATE, GRANTS TO HELP ABSORB THE COST OF ATTENDING A SCHOOL WITH HIGH TUITION.

OTHER PROGRAMS - WHILE MOST STUDENT AID COME FROM FEDERAL AND STATE PROGRAMS, THESE ARE NOT THE ONLY SOURCES. SOME OTHERS ARE:

-- INSTITUTIONAL PROGRAMS - MOST SCHOOLS HAVE THEIR OWN SCHOLARSHIP FUNDS, WITH VARYING REQUIREMENTS.

  -- INFORMATION ON THE VARIOUS PROGRAMS ARE AVAILABLE FROM THE FINANCIAL AID OFFICE AT THAT SCHOOL.

-- COMMUNITY PROGRAMS - ALMOST EVERY COMMUNITY HAS ORGANIZATIONS, INSTITUTIONS, OR AGNECIES THAT PROVIDE AID TO STUDENTS IN SOME FORM. THEY MAY BE:

  -- PROFESSIONAL ORGANIZATIONS - LIKE A NURSING OR MEDICAL ORGANIZATION.

  -- SERVICE ORGANIZATIONS - LIKE LIONS, ROTARY, KIWANIS.

-- FOUNDATIONS AND CORPORATION PROGRAMS - MANY PRIVATE FOUNDATIONS AND LARGE CORPORATIONS OFFER ASSISTANCE TO STUDENTS.

  -- THERE ARE PUBLICATIONS THAT LIST THESE AND OTHER FINANCIAL AID SOURCES.

  -- INFORMATION ON THESE PUBLICATIONS MAY BE FOUND AT THE SCHOOL OR PUBLIC LIBRARY.

Lesson Plan # 11

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION TO THE TYPES OF WORK

Technical Information Lesson ______ General/Guidance Information Lesson X
OR
Job Skill Demonstration Lesson ______

LESSON TITLE

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. LIST THE DIFFERENT TYPES OF OCCUPATION CATEGORY
2. LIST AT LEAST FIVE JOBS UNDER EACH TYPE OF OCCUPATION CATEGORY

Tools and Materials:

Teaching Aids:

1. PRE-VOCATIONAL CURRICULUM STUDENT STUDY GUIDE
2. FILMSTRIP "WORK ACTIVITIES" CAREER DECISION-MAKING PROGRAM, APPALACHIA EDUCATIONAL LABORATORY, MCKNIGHT PUBLISHING COMPANY, B-LMINGTON, ILLINOIS.
3. FIELD TRIPS.

Informational Assignment:

IS-11-1 TODAY'S WORLD OF WORK

IS-11-2 JOBS IN THE WORLD OF WORK

IS-11-3 YOUR JOB AND WHAT YOU DO.

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEET

AS-11-1 KNOW THE WORLD OF WORK

AS-11-2 IDENTIFYING JOBS IN THE WORLD OF WORK

AS-11-3 WHAT YOU DO ON YOUR JOB

References:

1. EXPLORING CAREERS U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS 1979.
2. "CAREER GUIDANCE FILMSTRIP GUIDE" CAREER DECISION-MAKING PROGRAM, APPALACHIA EDUCATIONAL LABORATORY INC., MCKNIGHT PUBLISHING COMPANY, BLOOMINGTON, ILL.

Step 1 - Introduction for Preparation of the Student:

BEING AWARE OF THE DIFFERENT TYPES OF WORK IS VERY IMPORTANT IN CAREER EXPLORATION. KNOWLEDGE OF THE TYPES OF WORK WILL ENABLE YOU TO SELECT AND WORK IN AN AREA THAT MATCH YOUR NEEDS AND ABILITIES.

Lesson Plan # 11

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION TO THE TYPES OF WORK

STEP 2 - Presentation Outline:

I. DEVELOPING AWARENESS OF OCCUPATION CATEGORIES
  A. DEFINE OCCUPATION CATEGORY
    1. THE WORLD OF WORK HAS BEEN DIVIDED INTO 14 GROUPS IN THIS UNIT. EACH OF THESE GROUPS IS CLASSIFIED AS OCCUPATION CATEGORY
  B. LIST 14 CATEGORIES OF OCCUPATION (INFORMATION SHEET IS-11-1)

II. IDENTIFYING JOBS IN EACH CATEGORY
  A. LIST 5 JOBS UNDER EACH CATEGORY (INFORMATION SHEET IS-11-2)

III. DEVELOPING AWARENESS OF THE WORK DONE IN SOME OF THE LISTED JOBS (INFORMATION SHEET IS-11-3)

IV. VIEW FILM "WORK ACTIVITIES"
  A. PREPARE STUDENTS FOR THE FILM BY INTRODUCING IT, USING THE TEACHERS GUIDE.
  B. LET STUDENTS VIEW FILM
  C. DISCUSS THE FILM WITH THE STUDENTS

V. ORGANIZE A FIELD TRIP TO SOME PLACES OF WORK
  A. ASK EACH STUDENT TO OBSERVE AND MAKE NOTE ABOUT THE FOLLOWING:
    1. TYPES OF JOBS
    2. WHAT THE WORKERS DO ON EACH JOB
    3. OCCUPATION CATEGORY TO WHICH EACH JOB BELONGS.

Lesson Plan # 11

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION TO THE TYPES OF WORK

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. LET THE STUDENTS SELECT ONE OF THE JOBS THEY SAW DURING THE FIELD TRIP AND WHICH IS OF INTEREST TO THEM.

    A. LET THEM NAME THE OCCUPATIONAL CATEGORY TO WHICH THE SELECTED JOB BELONGS

    B. LET THEM WRITE A DESCRIPTION OF WHAT THE WORKERS ON THE JOB DO AND THE CONTRIBUTION OF THEIR WORK TO TOTAL PRODUCTION.

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. HOW MANY OCCUPATION CATEGORIES ARE MENTIONED IN THIS UNIT
2. WHAT ARE THE FACTORS DISTINGUISHING ONE CATEGORIES FROM ANOTHER
3. IS IT POSSIBLE FOR EVERYBODY TO BE INTERESTED IN THE SAME KIND OF JOB? EXPLAIN YOUR ANSWER.

Lesson Plan # 11

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION TO THE TYPES OF WORK

KEY TO LESSON SUMMARY QUESTIONS

1. 14 OCCUPATION CATEGORIES
2. TYPE OF WORK DONE ON THE JOB.
   TYPE OF TRAINING REQUIRED FOR THE JOB.
   TYPE OF WORK TRAITS REQUIRED.
3. NO

   PEOPLE ARE INTERESTED IN DIFFERENT ACTIVITIES.
   PEOPLE HAVE DIFFERENT WORK TRAITS.
   PEOPLE ARE FROM DIFFERENT BACKGROUNDS.
   PEOPLE GO THROUGH DIFFERENT TRACKS TO WORK.

Lesson Plan # 11

Course Title/No. PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION TO TYPES OF WORK

Unit Test Items Oral, Written, or Performance

MULTIPLE CHOICE

1. WHICH ONE OF THE FOLLOWING OCCUPATIONAL CATEGORIES DEALS DIRECTLY WITH PEOPLE

   (A) INDUSTRIAL PRODUCTION OCCUPATIONS
   (B) OFFICE OCCUPATIONS
   (C) SERVICE OCCUPATIONS
   (D) CONSTRUCTION OCCUPATIONS

2. ONE OF THE FOLLOWING JOBS DOES NOT BELONG TO THE CATEGORY OF OFFICE OCCUPATIONS

   (A) RECEPTIONISTS
   (B) WAITERS
   (C) BOOKKEEPERS
   (D) TYPISTS

3. A JOB THAT INVOLVES JOINING PIECES OF METAL TOGETHER BY THE APPLICATION OF INTENSE HEAT IS DONE BY

   (A) MACHINIST
   (B) WELDER
   (C) PAINTER
   (D) CHEF

4. THERE ARE ______ OCCUPATIONAL CATERGORIES LISTED IN THIS UNIT

   (A) 12
   (B) 14
   (C) 16
   (D) 20

5. BARBERS ARE LISTED UNDER WHICH OF THE FOLLOWING OCCUPATIONAL CATEGORIES

   (A) SERVICE OCCUPATIONS
   (B) HEALTH OCCUPATIONS
   (C) SALE OCCUPATIONS
   (D) SOCIAL SERVICE OCCUPATIONS

6. JOHN MAKES AND REPAIRS EQUIPMENT AND OTHER ITEMS MADE OF METAL, JOHN IS A ___________.

   (A) MACHINIST
   (B) ENGINEER
   (C) WELDER
   (D) BLACKSMITH

TRUE OR FALSE

1. OCCUPATIONAL CATEGORY IS A GROUP OF RELATED JOBS.
2. SALES OCCUPATIONS INVOLVE PRODUCTION.
3. LIBRARIANS ARE IN THE CATEGORY OF EDUCATION OCCUPATIONS.
4. WAITERS AND CHEFS ARE IN THE SAME OCCUPATIONAL CATEGORY.
5. AUTOMOBILE PAINTERS ARE IN THE CATEGORY OF INDUSTRIAL PRODUCTION OCCUPATIONS.

LISTING

1. LIST FIVE OCCUPATIONAL CATEGORIES THAT REQUIRES WORKING DIRECTLY WITH PEOPLE.

    A.
    B.
    C.
    D.
    E.

2. LIST FOUR JOBS IN THE CATEGORY OF CONSTRUCTION OCCUPATION

    A.
    B.
    C.
    D.

Lesson Plan # 11

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION TO TYPES OF WORK

KEY TO UNIT TEST

MULTIPLE CHOICE

1. C
2. B
3. B
4. B
5. A
6. D

TRUE OR FALSE

1. TRUE
2. FALSE
3. TRUE
4. TRUE
5. TRUE

LISTING

1. (A) SERVICE OCCUPATIONS
   (B) HEALTH OCCUPATIONS
   (C) SOCIAL SERVICE OCCUPATIONS
   (D) SALES OCCUPATIONS
   (E) EDUCATION OCCUPATIONS
2. (A) BRICKLAYERS
   (B) CARPENTERS
   (C) PLUMPERS
   (D) CONSTRUCTION LAPORERS

INFORMATION SHEET

TODAY'S WORLD OF WORK

THE FOLLOWING CATEGORIES OF WORK ARE AVAILABLE IN TODAY'S WORLD OF WORK

1. INDUSTRIAL PRODUCTION OCCUPATIONS
2. OFFICE OCCUPATIONS
3. SERVICE OCCUPATIONS
4. EDUCATION OCCUPATIONS
5. SALES OCCUPATIONS
6. CONSTRUCTION OCCUPATIONS
7. TRANSPORTATION OCCUPATIONS
8. SCIENTIFIC AND TECHNICAL OCCUPATIONS
9. MECHANICS AND REPAIRERS
10. HEALTH OCCUPATIONS
11. SOCIAL SCIENTISTS
12. SOCIAL SERVICE OCCUPATIONS
13. PERFORMING ARTS, DESIGN, AND COMMUNICATIONS OCCUPATIONS
14. AGRICULTURE, FORESTRY AND FISHERY OCCUPATIONS

ASSIGNMENT SHEET

KNOW THE WORLD OF WORK

1. LIST FIVE OCCUPATIONAL CATEGORIES THAT REQUIRES WORKING WITH PEOPLE.

2. CREATIVITY IS ESSENTIAL IN WHICH ONE OF THE FOLLOWING OCCUPATIONAL CATEGORIES

   (A) HEALTH OCCUPATIONS
   (B) AGRICULTURE, FORESTRY AND FISHERY OCCUPATIONS
   (C) OFFICE OCCUPATIONS
   (D) PERFORMING ARTS, DESIGN AND COMMUNICATIONS OCCUPATIONS

3. NAME ANY TWO OCCUPATIONAL CATEGORIES THAT REQUIRES PRODUCTION

4. HOW MANY OCCUPATIONAL CATEGORIES ARE MENTIONED IN THIS UNIT?

5. LIST THREE OCCUPATIONAL CATEGORIES IN WHICH MECHANICAL TOOLS ARE USED.

KEY TO ASSIGNMENT SHEET

1.
   (A) EDUCATION OCCUPATIONS
   (B) SALES OCCUPATIONS
   (C) HEALTH OCCUPATIONS
   (D) SOCIAL SERVICE OCCUPATIONS
   (E) SERVICE OCCUPATIONS

2. PERFORMING ARTS, DESIGN AND COMMUNICATIONS OCCUPATIONS

3.
   (A) INDUSTRIAL PRODUCTION OCCUPATIONS
   (B) CONSTRUCTION OCCUPATIONS

4. 14

5.
   (A) INDUSTRIAL PRODUCTION OCCUPATIONS
   (B) CONSTRUCTION OCCUPATIONS
   (C) MECHANICS AND REPAIRER

INFORMATION SHEET

JOBS IN THE WORLD OF WORK

1. CATEGORY - INDUSTRIAL PRODUCTION OCCUPATIONS

JOBS - 1) MACHINE TOOL OPERATORS
2) WELDERS
3) BLACK SMITHS
4) INSTRUMENT MAKERS

2. CATEGORY - OFFICE OCCUPATIONS

JOBS - 1) BOOKKEEPERS
2) FILE CLERK
3) RECEPTIONISTS
4) TYPISTS

3. CATEGORY - SERVICE OCCUPATIONS

JOBS - 1) PEST CONTROLLERS
2) CHEFS
3) WAITERS
4) BARBERS

4. CATEGORY - EDUCATION OCCUPATIONS

JOBS - 1) SECONDARY SCHOOL TEACHERS
2) SCHOOL COUNSELORS
3) LIBRARIANS
4) COLLEGE/UNIVERSITY TEACHERS

5. CATEGORY - SALES OCCUPATIONS

JOBS - 1) AUTOMOBILE SALES WORKERS
2) INSURANCE AGENTS AND BROKERS
3) TRAVEL AGENTS
4) RETAIL TRADE SALES WORKERS

6. CATEGORY - TRANSPORTATION OCCUPATIONS

JOBS - 1) AIR TRAFFIC CONTROLLERS
2) AIR PLANE PILOTS
3) CONDUCTORS
4) BUS DRIVERS

7. CATEGORY - SCIENTIFIC AND TECHNICAL OCCUPATIONS

JOBS - 1) GEOLOGISTS
2) ENVIROMENTAL SCIENTISTS
3) STATISTICIANS
4) SURVEYORS

8. CATEGORY - MECHANICS AND REPAIRERS

JOBS - 1) AUTOMOBILE MECHANICS
2) FARM EQUIPMENT MECHANICS
3) WATCH REPAIRERS
4) TELEVISION AND RADIO SERVICE TECHNICIAN

9. CATEGORY - HEALTH OCCUPATIONS

JOBS - 1) PHYSICIAN
2) DENTAL ASSISTANTS
3) REGISTERED NURSES
4) DIETITIANS

10. CATEGORY - SOCIAL SCIENTISTS

JOBS - 1) POLITICAL SCIENTISTS
2) PSYCHOLOGISTS
3) SOCIOLOGISTS
4) ECONOMISTS

11. CATEGORY - SOCIAL SERVICE OCCUPATIONS

JOBS - 1) SOCIAL WORKERS
2) HOME ECONOMISTS
3) CLERGYMAN
4) EMPLOYMENT COUNSELORS

12. CATEGORY - PERFORMING ARTS, DESIGN AND COMMUNICATION OCCUPATIONS

JOBS - 1) ACTORS/ACTRESSES
2) ADVERTISING WORKERS
3) ARCHITECTS
4) PHOTOGRAPHERS

13. CATEGORY - CONSTRUCTION OCCUPATIONS

JOBS - 1) BRICKLAYERS
2) CARPENTERS
3) CONSTRUCTION LABORERS
4) PLUMBERS

14. CATEGORY - AGRICULTURE, FORESTRY AND FISHERY OCCUPATIONS

JOBS - 1) FARMERS
2) FORESTERS
3) SOIL SCIENTISTS
4) VETERINARIANS

YOUR JOB AND WHAT YOU DO

CATEGORY: INDUSTRIAL PRODUCTION OCCUPATIONS

JOBS	NATURE OF WORK
1. WELDERS	WELDERS JOIN PIECES OF METAL TOGETHER BY APPLYING INTENSE HEAT AND ADDING FILLER MATERIALS IF NECESSARY
2. BLACKSMITHS	BLACKSMITHS MAKE AND REPAIR EQUIPMENT AND OTHER ITEMS MADE OF METAL
3. MACHINE TOOL OPERATORS	MACHINE TOOL OPERATORS USE MACHINE TOOLS SUCH AS LATHES, DRILL PRESSES, MILLING MACHINES, GRINDING MACHINES, AND PUNCH PRESSES TO SHAPE METALS.
4. INSTRUMENT MAKERS	INSTRUMENT MAKERS WORK WITH SCIENTISTS AND ENGINEERS TO TRANSLATE DESIGNS AND IDEAS INTO EXPERIMENTAL OR CUSTOM BUILT MECHANICAL EQUIPMENT.
5. ALL ROUND MACHINISTS	MACHINISTS USE METAL WORKING MACHINE OF VARIOUS KINDS TO MAKE AND REPAIR METAL PARTS, TOOLS, AND MACHINES
6. AUTOMOBILE PAINTERS	THESE WORKERS REPAINT OLDER VEHICLES THAT HAVE LOST THE LUSTER OF THEIR ORIGINAL PAINT THEY ALSO MAKE BODY REPAIR ALMOST INVISIBLE

ASSIGNMENT SHEET

JOBS IN THE WORLD OF WORK

1. NAME TWO JOBS IN THE CATEGORY OF OFFICE OCCUPATIONS

   A.

   B.

2. WHICH ONES OF THE FOLLOWING JOBS ARE IN THE CATEGORY OF INDUSTRIAL PRODUCTION OCCUPATIONS

   -CHEFS
   -WATCH REPAIRER
   -WELDERS
   -SURVEYORS
   -MACHINE TOOL OPERATORS
   -AUTOMOBILE MECHANICS

3. NAME TWO JOBS THAT CAN BE FOUND IN EDUCATION OCCUPATIONS ASIDE FROM TEACHING.

   A.

   B.

4. LIST THREE JOBS IN THE CATEGORY OF SALES OCCUPATION.

   A.

   B.

   C.

5. FOR EACH OF THE LISTED JOBS, INDICATE THE BROAD CATEGORY OF OCCUPATIONS.

   A. STATISTICIAN ____________________
   B. DENTAL ASSISTANT ____________________
   C. BRICKLAYERS ____________________
   D. EMPLOYMENT COUNSELORS ____________________
   E. ARCHITECTS ____________________
   F. SOIL SCIENTIST ____________________
   G. PLUMBERS ____________________
   H. CONDUCTORS ____________________
   I. TYPISTS ____________________
   J. WELDERS ____________________

AS-11-2
(KEY)

KEY TO ASSIGNMENT SHEET

1.
   A. BOOKKEEPERS
   B. FILE CLERK
   C. RECEPTIONISTS
   D. TYPISTS

   ANY TWO

2. A. WELDERS
   B. MACHINE TOOL REPAIRERS

3. A. SCHOOL COUNSELORS
   B. LIBRARIANS

4. A. AUTOMOBILE SALES WORKERS
   B. INSURANCE AGENTS AND BROKERS
   C. TRAVEL AGENTS
   D. RETAIL TRADE SALES WORKERS

   ANY TWO

5.

	JOB	CATEGORY
A.	STATISTICIANS	SCIENTIFIC AND TECHNICAL OCCUPATIONS
B.	DENTAL ASSISTANTS	HEALTH OCCUPATIONS
C.	BRICKLAYERS	CONSTRUCTION OCCUPATIONS
D.	EMPLOYMENT COUNSELORS	SOCIAL SERVICE OCCUPATIONS
E.	ARCHITECTS	PERFORMING ARTS, DESIGN AND COMMUNICATION OCCUPATIONS
F.	SOIL SCIENTISTS	AGRICULTURE, FORESTRY AND FISHERY OCCUPATIONS
G.	PLUMBERS	CONSTRUCTION OCCUPATIONS
H.	CONDUCTORS	TRANSPORTATION OCCUPATIONS
I.	TYPISTS	OFFICE OCCUPATIONS
J.	WELDERS	INDUSTRIAL PRODUCTION OCCUPATIONS

WHAT YOU DO ON YOUR JOB

MATCH THE FOLLOWING WORKERS WITH THEIR JOB TITLES

JOB TITLES

A. MACHINE TOOL OPERATOR
B. INSTRUMENT MAKER
C. WELDER
D. BLACKSMITH
E. SETUP WORKER
F. AUTOMOBILE PAINTER
G. MECHANICAL ENGINEER

1. JOHN OPERATES A DRILL PRESS, GRINDING MACHINE, AND LATHE TO SHAPE METALS.

2. TIM JOINS PIECES OF METAL TOGETHER. HE APPLIES INTENSE HEAT TO DO THIS.

3. FRANK SETS THE SPEED ON DRILL PRESSES USED BY LESS SKILLED WORKERS.

4. ANNE REPAINTS OLD VEHICLES, REMOVES OLD PAINTS FROM VEHICLES AND CHANGES THE COLOR OF VEHICLES.

5. STEVE MAKES EQUIPMENT THAT ARE MADE OF METALS. HE ALSO REPAIRS THE EQUIPMENT.

6. FRED WORKS WITH SCIENTISTS AND ENGINEERS TRANSLATING DESIGNS AND IDEAS INTO EXPERIMENTAL OR CUSTOM BUILT MECHANICAL EQUIPMENT.

7. DAN DESIGNS MACHINERY AND MECHANICAL EQUIPMENT.

WHAT YOU DO ON YOUR JOB

1. A
2. C
3. E
4. F
5. D
6. B
7. G

Lesson Plan # 12

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title WORKING CONDITIONS AND PHYSICAL DEMANDS

Technical Information Lesson ____ General/Guidance Information Lesson X
OR
Job Skill Demonstration Lesson ____

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. LIST THE SEVEN TYPES OF WORKING CONDITIONS.
2. LIST THE SIX TYPES OF PHYSICAL DEMANDS AND DESCRIBE EACH.

Tools and Materials:

1. FILMSTRIP AND AUDIOTAPE: "WORKING CONDITIONS AND PHYSICAL DEMANDS", MC KNIGHT PUBLISHING CO., BLOOMINGTON, ILLINOIS.

Teaching Aids:

Informational Assignment:

READ INFORMATION SHEET:

IS-12-1	VOCABULARY WORDS
IS-12-2	WORKING CONDITIONS
IS-12-3	PHYSICAL DEMANDS
IS-12-4	WORKING CONDITIONS AND PHYSICAL DEMANDS CODES

ANSWER QUESTIONS ON ASSIGNMENT SHEET:

AS-12-1 WORKSHEET

* CENTER *

Individualized Informational Assignment for Special Students:

References:

1. HOPPOCK, ROBERT. OCCUPATIONAL INFORMATION. MC GRAW-HILL,

2. WINEFORDNER, DAVID. EXPLORING CAREER DECISION-MAKING. MC KNIGHT PUBLISHING CO., BLOOMINGTON, ILLINOIS.
3. OCCUPATIONAL OUTLOOK HANDBOOK 1978-1979. U.S. DEPARTMENT OF LABOR, MANPOWER ADMINISTRATION. ORDER FROM: SUPT. DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402.

Step 1 - Introduction for Preparation of the Student:

EACH JOB HAS A SET OF CONDITIONS AND PHYSICAL DEMANDS UNDER WHICH IT IS PERFORMED. WORKING CONDITIONS AND PHYSICAL DEMANDS ARE ESTABLISHED BY NATURE. IT IS IMPORTANT FOR YOUNG PEOPLE EXPLORING THE WORLD OF WORK TO LEARN THE WORKING CONDITIONS AND PHYSICAL DEMANDS OF DIFFERENT OCCUPATIONS.

Lesson Plan # 12

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title WORKING CONDITIONS AND PHYSICAL DEMANDS.

STEP 2 - Presentation Outline:

I. THE VOCABULARY NEEDED TO UNDERSTAND WORKING CONDITIONS, REVIEW:

A. ABRUPT- SUDDEN.

B. OSCILLATING-TO MOVE BACK AND FORTH IN A REGULAR WAY.

C. EXTREMITIES-THE MOST DISTANT POINT OR PART; END OR EDGE. AN EXTREME DISTRESS, NEED, OR DANGER.

D. NOXIOUS-HARMFUL TO HEALTH OR MORALS.

E. WORKER TRAIT GROUP-A GROUP OF OCCUPATIONS WHICH INVOLVE SIMILAR WORKER SKILLS AND INTERESTS.

F. HUMID-CONTAINING WATER VAPOR; DAMP; MOIST.

G. DISTRACTION-A CONDITION OF BEING EXTREMELY UPSET; MENTAL DISTRESS.

(IS-12-1)

II. WORKING CONDITIONS, DISCUSS WITH STUDENTS.

A. THE SEVEN WORKING CONDITIONS.

1. TYPE NO. 1 - INSIDE, OUTSIDE, OR BOTH.

A. INSIDE - PROTECTION FROM WEATHER CONDITIONS BUT NOT ALWAYS FROM TEMPERATURE CHANGES. WORKERS SPEND ABOUT 75 PERCENT OR MORE OF THEIR TIME INSIDE.

B. OUTSIDE - NO EFFECTIVE PROTECTION FROM WEATHER CONDITIONS. WORKERS SPEND ABOUT 75 PERCENT OR MORE OF THEIR TIME OUTSIDE.

C. BOTH - INSIDE AND OUTSIDE. WORKERS SPEND ABOUT 50 PERCENT OF THEIR TIME INSIDE AND 50 PERCENT OF THEIR TIME OUTSIDE.

2. TYPE NO. 2 - EXTREMES OF COLD PLUS TEMPERATURE CHANGES.

A. EXTREMES OF COLD - TEMPERATURES LOW ENOUGH TO CAUSE NOTICEABLE BODILY DISCOMFORT UNLESS THE WORKER IS PROVIDED WITH EXCEPTIONAL PROTECTION.

B. TEMPERATURE CHANGES - VARIATIONS IN TEMPERATURE WHICH ARE MARKED AND ABRUPT, CAUSING NOTICEABLE BODILY REACTIONS.

3. TYPE NO. 3 - EXTREMES OF HEAT PLUS TEMPERATURE CHANGES

A. EXTREMES OF HEAT - TEMPERATURE HIGH ENOUGH TO CAUSE NOTICEABLE BODILY DISCOMFORT UNLESS THE WORKER IS PROVIDED WITH EXCEPTIONAL PROTECTION.

B. TEMPERATURE CHANGES - VARIATIONS IN TEMPERATURE WHICH ARE MARKED AND ABRUPT, CAUSING NOTICEABLE BODILY REACTIONS.

4. TYPE NO. 4 - WET AND HUMID

A. WET - CONTACT WITH WATER OR OTHER LIQUIDS.

B. HUMID - MOISTURE CONTENT OF THE ATMOSPHERE HIGH ENOUGH TO CAUSE NOTICEABLE BODILY DISCOMFORT.

5. TYPE NO. 5 - NOISE AND VIBRATIONS

A. NOISE - ENOUGH NOISE, EITHER CONSTANT OR AT INTERVALS, TO CAUSE NOTICEABLE DISTRACTION OR POSSIBLE INJURY TO THE SENSE OF HEARING.

B. VIBRATION - ENOUGH VIBRATION TO CAUSE BODILY HARM IF ENDURED DAY AFTER DAY. THESE VIBRATIONS PRODUCE MOVEMENT OR STRAIN ON THE BODY OR ITS EXTREMITIES FROM REPEATED MOTION OR SHOCK.

6. TYPE NO. 6 - HAZARDS

A. SITUATIONS IN WHICH THE WORKER IS EXPOSED TO THE CERTAIN RISK OF BODILY INJURY.

7. TYPE NO. 7 - FUMES, ODORS, TOXIC CONDITIONS, DUST, AND POOR VENTILATION.

A. FUMES - SMOKE OR VAPORS, USUALLY STRONG SMELLING, THROWN OFF AS THE RESULT OF COMBUSTION OR CHEMICAL REACTIONS.

B. ODORS - FOUL SMELLS, EITHER TOXIC OR NONTOXIC.

C. TOXIC CONDITIONS - EXPOSURE TO POISONING DUST, FUMES GASES, VAPORS, MISTS, OR LIQUIDS CAUSING GENERAL OR LOCAL DISABLING CONDITIONS. THESE CONDITIONS HAPPEN AS A RESULT OF BREATHING THE SUBSTANCES OR ITS ACTION ON THE SKIN.

D. DUST - AIR FILLED WITH SMALL PARTICLES OF ANY KIND.

1. THE PARTICLES MAY INCLUDE TEXTILE DUST, FLOOR, WOOD LEATHER, FEATHERS, SILICA, ASBESTOS, ETC.

2. THIS CONDITION MAKES THE PLACE OF WORK UNPLEASANT OR THE SOURCE OF DISEASES.

E. POOR VENTILATION - NOT ENOUGH MOVEMENT OF AIR CAUSING FEELING OF SUFFOCATION OR EXPOSURE TO DRAFTS.

(IS-12-2)

III. PHYSICAL DEMANDS - DISCUSS WITH STUDENTS.

A. THE SIX TYPES OF PHYSICAL DEMANDS.

1. TYPE NO. 1 - LIFTING, CARRYING, PUSHING, AND/OR PULLING.

A. THESE ARE THE MOST IMPORTANT "STRENGTH ACTIVITIES." IN GENERAL A PERSON ABLE TO DO ONE CAN DO THEM ALL.

1. LIFTING - RAISING OR LOWERING AN OBJECT FROM ONE LEVEL TO ANOTHER. THIS ACTIVITY INCLUDES UPWARD PULLING.

2. CARRYING - MOVING AN OBJECT FROM ONE PLACE TO ANOTHER, USUALLY HOLDING IT IN THE HANDS, ARMS, OR ON THE SHOULDER.

3. PUSHING - USING FORCE UPON AN OBJECT TO MOVE IT AWAY FROM THE FORCE. THIS ACTIVITY INCLUDES SLAPPING, STRIKING, KICKING, AND TREADLE ACTIONS.

4. PULLING - USING FORCE UPON AN OBJECT TO MOVE IT TOWARD THE FORCE. THIS ACTIVITY INCLUDES JERKING ACTION.

2. TYPE NO. 1 MAY BE DIVIDED INTO THE FOLLOWING LEVELS OF WORK REQUIREMENTS.

A. TYPE NO. 2 - CLIMBING AND/OR BALANCING.

1. CLIMBING - GOING UP OR DOWN LADDERS, STAIRS, SCAFFOLDING (A RAISED STRUCTURE TO HOLD WORKERS OR BUILDING MATERIALS), RAMPS, POLES, ROPES, ETC. IT INVOLVES USING FEET AND LEGS AND/OR HANDS AND ARMS.

2. BALANCING - MAINTAINING CONTROL OF THE BODY TO KEEP FROM FALLING WHEN WALKING, STANDING, CROUCHING, RUNNING OR PERFORMING GYMNASTIC FEATS. THIS ACTIVITY IS DONE ON NARROW, SLIPPERY, OR MOVING SURFACES.

B. TYPE NO. 3 - STOOPING, KNEELING, CROUCHING, AND/OR CRAWLING.

1. STOOPING - CURVING THE BODY DOWNWARD AND FORWARD BY BENDING THE SPINE AT THE WAIST.

2. KNEELING - GETTING DOWN ON THE KNEE OR KNEES.

3. CROUCHING - CURVING THE BODY DOWNWARD AND FORWARD BY BENDING THE LEGS AND SPINE.

4. CRAWLING - MOVING ABOUT ON THE HANDS AND KNEES OR HANDS AND FEET.

C. TYPE NO. 4 - REACHING, HANDLING, FINGERING, AND/OR FEELING.

1. REACHING - STRETCHING OUT THE HANDS AND ARMS IN ANY DIRECTION.

2. HANDLING - TAKING HOLD OF AN OBJECT, TURNING IT, OR OTHERWISE WORKING WITH THE HAND OR HANDS. IT DOES NOT INCLUDE FINGERING.

3. FINGERING - PICKING, PINCHING, OR OTHERWISE WORKING MOSTLY WITH THE FINGERS RATHER THAN WITH THE WHOLE HAND AS IN HANDLING.

4. FEELING - BECOME AWARE OF THE SIZE, SHAPE, TEMPERATURE, OR TEXTURE OF OBJECTS AND MATERIALS BY USING THE HANDS AND FINGERTIPS.

D. TYPE NO. 5 - TALKING AND/OR HEARING

1. TALKING - EXPRESSING OR CHANGING IDEAS BY MEANS OF THE SPOKEN WORD.

2. HEARING - PRECEIVING SOUND AND/OR INFORMATION BY MEANS OF THE EAR.

E. TYPE NO. 6 - SEEING, BECOMING AWARE OF THE SHAPE, SIZE, DISTANCE, MOTION OR COLOR OF OBJECTS BY USING THE EYES.

1. ACUITY - FAR--HAVING A CLEAR VISION AT 20 FEET OR MORE. NEAR--HAVING A CLEAR VISION AT 20 INCHES OR LESS.

2. DEPTH PERCEPTION - RECOGNIZING THE LENGTH, WIDTH, OR THICKNESS OF OBJECTS. JUDGING DISTANCE AND SPACE RELATIONSHIP SO AS TO SEE OBJECTS WHERE THEY ACTUALLY ARE.

3. FIELD OF VISION - SEEING THE SURROUNDING AREA, UP AND DOWN AND RIGHT AND LEFT, WHILE THE EYES ARE FIXED ON A GIVEN POINT.

4. ACCOMODATION - ADJUSTING THE EYE'S LENS TO BRING AN OBJECT INTO SHARP FOCUS. THIS IS ESPECIALLY IMPORTANT WHEN DOING CLOSE WORK AT VARYING DISTANCES FROM THE EYE.

5. COLOR VISION - SEEING LIKENESSES AND DIFFERENCES AMONG COLORS.

IV. VIEW FILM "WORKING CONDITIONS AND PHYSICAL DEMANDS"

A. AFTER THE FILMSTRIP PRESENTATION.

1. WRITE THE FOLLOWING WORKING CONDITIONS, AND PHYSICAL DEMANDS CODES ON THE CHALKBOARD. REVIEW CODES' DESCRIPTION WITH THE STUDENTS.

   A. WORKING CONDITIONS.

      1. I - INSIDE
      2. O -OUTSIDE
      3. B - BOTH
      4. 2 - EXTREMES OF COLD
      5. 3 - EXTREMES OF HEAT
      6. 4 - WET AND HUMID
      7. 5 - NOISE AND VIBRATIONS
      8. 6 - HAZARDS
      9. 7 - FUMES AND ODORS.

   B. PHYSICAL DEMANDS.

      1. S - SEDENTARY WORK
      2. L - LIGHT WORK
      3. M - MEDIUM WORK
      4. H - HEAVY WORK
      5. V - VERY HEAVY WORK
      6. 2 - CLIMBING AND BALANCING
      7. 3 - STOOPING AND KNEELING
      8. 4 - REACHING, HANDLING
      9. 5 - TALKING AND/OR HEARING
      10. 6 - SEEING

2. HAVE STUDENT WRITE DOWN ON PAPER THE CODE NUMBERS AND LETTERS THAT BEST DESCRIBE THE WORKING CONDITIONS AND PHYSICAL DEMANDS OF WORKERS IN THE FOLLOWING OCCUPATIONS.

A.	OCCUPATION	PHYSICAL DEMAND	WORKING CONDITIONS
1.	PAINTER	M46	B7
2.	CHEMICAL WORKER	L456	I6
3.	AIRLINE PILOT	L456	I56
4.	TRAFFIC CONTROLLER	M456	B6
5.	NEWSPAPER REPORTER	L5	B
6.	PHYSICAL THERAPIST	L456	I
7.	MEAT DRESSER	M346	B467
8.	SURVEYOR	L2456	B

3. HAVE THE STUDENTS TO DISCUSS THEIR ANSWERS AND DISCUSS:

   A. DO YOUR RESPONSES AGREE WITH THOSE OF OTHERS IN THE CLASS?

   B. WHY MIGHT JOBS IN THE SAME OCCUPATION HAVE DIFFERENT WORKING CONDITIONS?

   C. WHAT ARE THE WORKING CONDITIONS IN SOME OF THE OCCUPATIONS YOU ARE CONSIDERING?

   D. WHAT WORKING CONDITIONS AND PHYSICAL DEMANDS ARE IMPORTANT TO YOU?

   E. WHAT WORKING CONDITIONS AND PHYSICAL DEMANDS WOULD YOU WANT TO AVOID?

   F. WOULD YOU CHOOSE AN OCCUPATION FOR ITS PHYSICAL DEMANDS AND/OR WORKING CONDITIONS RATHER THAN FOR PRESTIGE OR PAY?

V. DIVIDE THE CLASS INTO SIX GROUPS, ABOUT THREE IN EACH GROUP.

   A. GIVE EACH GROUP ONE OF THE TYPES OF PHYSICAL DEMANDS.

      1. ALLOW THE GROUPS TEN MINUTES TO PLAN HOW THEY WILL ACT OUT ALL THE TYPES OF ACTIVITIES PORTRAYED IN THEIR PHYSICAL GROUP.

      2. THEY SHOULD NAME THREE JOBS REQUIRING THE PHYSICAL DEMANDS.

         A. THE SIX GROUPS ARE INCLUDED IN IS-12-3.

            1. LIFTING, CARRYING, PUSHING, AND/OR PULLING.

2. CLIMBING AND/OR BALANCING.
3. STOOPING, KNEELING, CROUCHING, AND/OR CRAWLING.
4. REACHING, HANDLING, FINGERING, AND/OR FEELING.
5. TALKING AND/OR HEARING.
6. SEEING.

VI. HAVE ALL STUDENTS COMPLETE WORKSHEET AS-12-1.

A. USE THE WORKING CONDITIONS AND PHYSICAL DEMANDS CODES TO ANSWER THE QUESTIONS.

(IS-12-4)

Lesson Plan # 12

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title WORKING CONDITIONS AND PHYSICAL DEMANDS

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. THE STUDENTS WILL WRITE THE CODE NUMBERS AND LETTERS THAT BEST DESCRIBE THE WORKING CONDITIONS AND PHYSICAL DEMANDS OF WORKERS IN THE FOLLOWING OCCUPATIONS:

   A. PAINTER

   B. CHEMICAL WORKER

   C. AIRLINE PILOT

   D. TRAFFIC CONTROLLER

   E. NEWSPAPER REPORTER

   F. PHYSICAL THERAPIST

   G. MEAT DRESSER

   H. SURVEYOR

2. THE CLASS WILL BE DIVIDED INTO SIX GROUPS, HAVE EACH GROUP NAME THREE JOBS REQUIRING THE PHYSICAL DEMANDS FOR THE TYPE OF ACTIVITY THEY ARE ASSIGNED.

3. THE STUDENT WILL COMPLETE WORKSHEET AS- -1.

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. LIST THE SEVEN TYPES OF WORKING CONDITIONS

ANSWER
A. INSIDE, OUTSIDE OR BOTH
B. EXTREMES OF COLD
C. EXTREMES OF HEAT
D. WET AND HUMID
E. NOISE AND VIBRATIONS
F. HAZARDS
G. FUMES, ODORS, POOR VENTILATION

2. LIST THE SIX TYPES OF PHYSICAL DEMANDS AND GIVE A DESCRIPTION OF EACH.

ANSWER
A. LIFTING, CARRYING, PUSHING
B. CLIMBING AND/OR BALANCING
C. STOOPING, KNEELING
D. REACHING, HANDLING
E. TALKING AND/OR HEARING
F. SEEING

Lesson Plan # 12

Course Title/No. PRE-VOCATIONAL CURRICULUM

Unit Title WORKING CONDITIOKNS AND PHYSICAL DEMANDS.

Unit Test Items Oral, Written, or Performance:

TRUE OR FALSE:

1. THERE ARE SEVEN TYPES OF WORKING CONDITIONS ONE OF THEM INCLUDE EXTREMES OF COLD.
2. OSCILLATING MEANS TO MOVE BACK AND FORTH IN AN IRREGULAR WAY.
3. NOXIOUS MEANS SOMETHING THAT IS GOOD FOR YOUR HEALTH OR MORALS.
4. HUMID MEANS TO CONTAIN NO WATER VAPOR; VERY DRY; PARCHED.
5. THERE ARE SEVEN TYPES OF PHYSICAL DEMANDS ONE OF THEM INDLUDES LIFTING.
6. LIFTING REFERS TO RAISING AND LOWERING AN OBJECT FROM ONE LEVEL TO ANOTHER.
7. POOR VENTILATION REFERS TO NOT ENOUGH MOVEMENT OF AIR CAUSING A FEELING OF SUFFICATION
8. BALANCING REFERS TO MAINTAINING CONTROL OF THE BODY TO KEEP FROM FALLING WHEN WALKING ON NARROW, SLIPPERY OR MOVING SURFACES.
9. DUST REFERS TO AIR FILLED WITH SMALL PARTICALS OF ANY KIND.
10. HAZARDS ARE SITUATIONS IN WHICH THE WORKER IS EXPOSED TO A CERTAIN RISK OF BODILY INJURY.

LISTING:

1. LIST SIX TYPES OF WORKING CONDITIONS:

   A.
   B.
   C.
   D.
   E.
   F.

2. LIST FIVE TYPES OF PHYSICAL DEMANDS:

   A.
   B.
   C.
   D.
   E.

3. LIST AND EXPLAIN THREE OF THE VOCABULARY WORDS NEEDED TO UNDERSTAND WORKING CONDITIONS.

A.
B.
C.

4. LIST TWO OF THE PARTICLES WHICH COULD BE CONSIDERED AS DUST PARTICLES:

A.
B.

5. LIST THE WORKING CONDITION AND PHYSICAL DEMAND CODE NUMBERS AND LETTERS FOR THE FOLLOWING OCCUPATIONS:

A. NEWSPAPER REPORTER

PHYSICAL DEMANDS - ____________________
WORKING CONDITIONS - ____________________

B. PAINTER

PHYSICAL DEMANDS - ____________________
WORKING CONDITIONS - ____________________

C. MEAT DRESSER

PHYSICAL DEMANDS - ____________________
WORKING CONDITIONS - ____________________

Lesson Plan # 12

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title WORKING CONDITIONS AND PHYSICAL DEMANDS

KEY FOR UNIT TEST ITEMS

TRUE OR FALSE

1.	TRUE	6.	TRUE
2.	FALSE	7.	TRUE
3.	FALSE	8.	TRUE
4.	FALSE	9.	TRUE
5.	FALSE	10.	TRUE

LISTING

1. A) INSIDE AND/OR OUTSIDE
   B) EXTREMES OF COLD
   C) EXTREMES OF HEAT
   D) WET AND HUMID
   E) NOISE AND VIBRATIONS
   F) HAZARDS
   G) FUMES, ODORS, POOR VENTILATION

2. A) LIFTING, CARRYING, PUSHING AND/OR PULLING
   B) CLIMBING AND/OR BALANCING
   C) STOOPING, KNEELING
   D) REACHING, HANDLING
   E) TALKING AND/OR HEARING
   F) SEEING

3. A) ABRUPT - SUDDEN
   B) OSCILLATING - TO MOVE IN A REGULAR WAY
   C) EXTREMITIES - EXTREME DISTRESS, NEED, OR DANGER
   D) NOXIOUS - HARMFUL TO HEALTH OR MORALS
   E) WORKER TRAIT GROUP - A GROUP OF JOB WITH SIMILAR SKILLS AND INTERESTS
   F) HUMID - CONTAINING WATER VAPOR; DAMP; MOIST.
   G) DISTRACTION - A CONDITION OF BEING EXTREMELY UPSET; MENTAL DISTRESS.

4. A) TEXTILE DUST
   B) FLOOR
   C) WOOD
   D) LEATHER
   E) FEATHERS
   F) SILICA
   G) ASBESTOS

5. A) NEWSPAPER REPORTER L5 B
   B) PAINTER M46 B7
   C) MEAT DRESSER M346 B467

IS-12-1

INFORMATION SHEET I

VOCABULARY WORDS

1. ABRUPT - SUDDEN.
2. OSCILLATING - TO MOVE BACK AND FORTH IN A REGULAR WAY.
3. EXTREMITIES - THE MOST DISTANT POINT OR PART; END OR EDGE. AN EXTREME DISTRESS, NEED, DANGER.
4. NOXIOUS - HARMFUL TO HEALTH OR MORALS
5. WORKER TRAIT GROUP - A GROUP OF OCCUPATIONS WHICH INVOLVE SIMILAR WORKER SKILLS AND INTERESTS.
6. HUMID - CONTAINING WATER VAPOR; DAMP; MOIST.
7. DISTRACTION - A CONDITION OF BEING EXTREMELY UPSET; MENTAL DISTRESS.

WORKING CONDITIONS

TYPE NO. 1. INSIDE, OUTSIDE, OR BOTH.

I - INSIDE: PROTECTION FROM WEATHER CONDITIONS BUT NOT ALWAYS FROM TEMPERATURE CHANGES. WORKERS SPEND ABOUT 75 PERCENT OR MORE OF THEIR TIME INSIDE.

O - OUTSIDE: NO EFFECTIVE PROTECTION FROM WEATHER CONDITIONS. WORKERS SPEND ABOUT 75 PERCENT OR MORE OF THEIR TIME OUTSIDE.

B - BOTH: INSIDE AND OUTSIDE. WORKERS SPEND ABOUT 50 PERCENT OF THEIR TIME INSIDE AND 50 PERCENT OF THEIR TIME OUTSIDE.

TYPE NO. 2. EXTREMES OF COLD PLUS TEMPERATURE CHANGES.

(1) EXTREMES OF COLD: TEMPERATURES LOW ENOUGH TO CAUSE NOTICEABLE BODILY DISCOMFORT UNLESS THE WORKER IS PROVIDED WITH EXCEPTIONAL PROTECTION.

(2) TEMPERATURE CHANGES: VARIATIONS IN TEMPERATURE WHICH ARE MARKED AND ABRUPT, CAUSING NOTICEABLE BODILY REACTIONS.

TYPE NO. 3. EXTREMES OF HEAT PLUS TEMPERATURE CHANGES

(1) EXTREMES OF HEAT: TEMPERATURES HIGH ENOUGH TO CAUSE NOTICEABLE BODILY DISCOMFORT UNLESS THE WORKER IS PROVIDED WITH EXCEPTIONAL PROTECTION.

(2) TEMPERATURE CHANGES: VARIATIONS IN TEMPERATURE WHICH ARE MARKED AND ABRUPT, CAUSING NOTICEABLE BODILY REACTIONS.

TYPE NO. 4. WET AND HUMID.

(1) WET: CONTACT WITH WATER OF OTHER LIQUIDS.

(2) HUMID: MOISTURE CONTENT OF THE ATMOSPHERE HIGH ENOUGH TO CAUSE NOTICEABLE BODILY DISCOMFORT.

TYPE NO. 5. NOISE AND VIBRATIONS.

ENOUGH NOISE, EITHER CONSTANT OR AT INTERVALS, TO CAUSE NOTICEABLE DISTRACTION OR POSSIBLE INJURY TO THE SENSE OF HEARING. ENOUGH VIBRATIONS TO CAUSE BODILY HARM IF ENDURED DAY AFTER DAY. THESE VIBRATIONS PRODUCE MOVEMENT OR STRAIN ON THE BODY OR ITS EXTREMITIES FROM REPEATED MOTION OR SHOCK.

TYPE NO. 6. HAZARDS.

SITUATIONS IN WHICH THE WORKER IS EXPOSED TO THE CERTAIN RISK OF BODILY INJURY.

WORKING CONDITIONS (CONTINUED)

TYPE NO. 7. FUMES, ODORS, TOXIC CONDITIONS, DUST, AND POOR VENTILATION.

(1) FUMES: SMOKE OR VAPORS, USUALLY STRONG SMELLING, THROWN OFF AS THE RESULT OF COMBUSTION OR CHEMICAL REACTION.

(2) ODORS: FOUL SMELLS, EITHER TOXIC OR NONTOXIC.

(3) TOXIC CONDITIONS: EXPOSURE TO POISONING DUST, FUMES, GASES, VAPORS, MISTS, OR LIQUIDS CAUSING GENERAL OR LOCAL DISABLING CONDITIONS. THESE CONDITIONS HAPPEN AS A RESULT OF BREATHING THE SUBSTANCE OR ITS ACTION ON THE SKIN.

(4) DUST: AIR FILLED WITH SMALL PARTICLES OF ANY KIND. THE PARTICLES MAY INCLUDE TEXTILE DUST, FLOUR, WOOD, LEATHER, FEATHERS, SILICA, ASBESTOS, ETC. THIS CONDITION MAKES THE PLACE OF WORK UNPLEASANT OR THE SOURCE OF DISEASES.

(5) POOR VENTILATION: NOT ENOUGH MOVEMENT OF AIR CAUSING FEELING OF SUFFOCATION OR EXPOSURE TO DRAFTS.

PHYSICAL DEMANDS

TYPE NO. 1. LIFTING, CARRYING, PUSHING, AND/OR PULLING.

THESE ARE THE MOST IMPORTANT "STRENGTH" ACTIVITIES. IN GENERAL, A PERSON ABLE TO DO ONE CAN DO THEM ALL. THEY ARE DEFINED AS FOLLOWS:

(1) LIFTING. RAISING OR LOWERING AN ABJECT FROM ONE LEVEL TO ANOTHER. THIS ACTIVITY INCLUDES UPWARD PULLING.

(2) CARRYING. MOVING AN OBJECT FROM ONE PLACE TO ANOTHER, USUALLY HOLDING IT IN THE HANDS, ARMS, OR ON THE SHOULDER.

(3) PUSHING. USING FORCE UPON AN OBJECT TO MOVE IT AWAY FROM THE FORCE. THIS ACTIVITY INCLUDES SLAPPING, STRIKING, KICKING, AND TREADLY ACTIONS.

(4) PULLING. USING FORCE UPON AN OBJECT TO MOVE IT TOWARD THE FORCE. THIS ACTIVITY INCLUDES JERKING ACTIONS.

TYPE NO. 1 MAY BE DIVIDED INTO THE FOLLOWING LEVELS OF WORK REQIREMENTS.

TYPE NO. 2. CLIMBING AND/OR BALANCING.

(1) CLIMBING. GOING UP OR DOWN LADDERS, STAIRS, SCAFFOLDING (A RAISED STRUCTURE TO HOLD WORKERS OR BUILDING MATERIALS), RAMPS, POLES, ROPES, ETC. IT INVOLVES USING FEET AND LEGS AND/OR HANDS AND ARMS.

(2) BALANCING. MAINTAINING CONTROL OF THE BODY TO KEEP FROM FALLING WHEN WALKING, STANDING, CROUCHING, RUNNING OR PERFORMING GYMNASTIC FEATS. THIS ACTIVITY IS DONE ON NARROW, SLIPPERY, OR MOVING SURFACES.

TYPE NO. 3. STOOPING, KNEELING, CROUCHING, AND/OR CRAWLING.

(1) STOOPING. CURVING THE BODY DOWNWARD AND FORWARD BY BENDING THE SPINE AT THE WAIST.

(2) KNEELING. GETTING DOWN ON THE KNEE OR KNEES.

(3) CROUCHING. CURVING THE BODY DOWNWARD AND FORWARD BE BENDING THE LEGS AND SPINE.

(4) CRAWLING. MOVING ABOUT ON THE HANDS AND KNEES OR HANDS AND FEET.

TYPE NO. 4. REACHING, HANDLING, FINGERING, AND/OR FEELING.

(1) REACHING. STRETCHING OUT THE HANDS AND ARMS IN ANY DIRECTION.

(2) HANDLING. TAKING HOLD OF AN OBJECT, TURNING IT, OR OTHERWISE WORKING WITH THE HAND OR HANDS. IT DOES NOT INCLUDE FINGERING.

PHYSICAL DEMANDS (CONTINUED)

(3) FINGERING. PICKING, PINCHING, OR OTHERWISE WORKING MOSTLY WITH THE FINGERS RATHER THAN WITH THE WHOLE HAND AS IN HANDLING.

(4) FEELING. BECOMING AWARE OF THE SIZE, SHPAE, TEMPERATURE, OR TEXTURE OF OBJECTS AND MATERIALS BY USING THE HANDS AND FINGERTIPS.

TYPE NO. 5. TALKING AND/OR HEARING.

(1) TALKING. EXPRESSING OR EXCHANGING IDEAS BY MEANS OF THE SPOKEN WORD.

(2) HEARING. PERCEIVING SOUNDS AND/OR INFORMATION BY MEANS OF THE EAR.

TYPE NO. 6. SEEING.

BECOMING AWARE OF THE SHAPE, SIZE, DISTANCE, MOTIKON, OR COLOR OF OBJECTS BY USING THE EYES. THE MAJOR FUNCTION OF THE EYES ARE DEFINED AS FOLLOWS:

(1) ACUITY. FAR--HAVING A CLEAR VISION AT 20 FEET OR MORE. NEAR--HAVING A CLEAR VISION AT 20 INCHES OR LESS.

(2) DEPTH PERCEPTION. RECOGNIZING THE LENGTH, WIDTH, OR THICKNESS OF OBJECTS. JUDGING DISTANCE AND SPACE RELATIONSHIP SO AS TO SEE OBJECTS WHERE AND AS THEY ACTUALLY ARE.

(3) FIELD OF VISION. SEEING THE SURROUNDING AREA, UP AND DOWN AND RIGHT AND LEFT, WHILE THE EYES ARE FIXED ON A GIVEN POINT.

(4) ACCOMMODATION. ADJUSTING THE EYE'S LENS TO BRING AN OBJECT INTO SHARP FOCUS. THIS IS ESPECIALLY IMPORTANT WHEN DOING CLOSE WORK AT VARYING DISTANCES FROM THE EYE.

(5) COLOR VISION. SEEING LIKENESSES AND DIFFERENCES AMONG COLORS.

WORKING CONDITIONS AND PHYSICAL DEMANDS CODES

WORKING CONDITIONS

I - INSIDE
O - OUTSIDE
B - BOTH
2 - EXTREMES OF COLD
3 - EXTREMES OF HEAT
4 - WET AND HUMID
5 - NOISE AND VIBRATIONS
6 - HAZARDS
7 - FUMES AND ODORS

PHYSICAL DEMANDS

S - SEDENTARY WORK
L - LIGHT WORK
M - MEDIUM WORK
H - HEAVY WORK
V - VERY HEAVY WORK
2 - CLIMBING AND BALANCING
3 - STOOPING AND KNEELING
4 - REACHING AND/OR HANDLING
5 - TALKING AND/OR HEARING
6 - SEEING

AS-12-1

WORKSHEET

ANSWER THE FOLLOWING QUESTIONS:

1. WHAT ARE THE WORKING CONDITIONS FOR THE FOLLOWING WORKERS.

(USE THE WORKING CONDITIONS AND PHYSICAL DEMANDS CODES TO ANSWER THE FOLLOWING (IS-12-4)).

EXAMPLE:

	TITLE	TYPE	DESCRIPTION
1.	MODEL	I+B	INSIDE, INSIDE AND OUTSIDE
2.	SECURITY GUARD	I+B+6	INSIDE, OUTSIDE, HAZARDS
3.	ANIMAL TRAINER		
4.	EQUIPMENT OPERATOR		
5.	PRODUCTION WORKER		
6.	CLERICAL HANDLER		
7.	BARBER AND BEAUTY SERVICES		
8.	NURSE		
9.	LAW		
10.	BUSINESS ADMINISTRATOR		
11.	COMMUNICATIONS		
12.	SPORTS		

Lesson Plan # 13

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title EMPLOYER-EMPLOYEE RELATIONSHIP

Technical Information Lesson ______ General/Guidance Information Lesson X

OR

Job Skill Demonstration Lesson ______

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. EXPLAIN THE TWO (2) MAIN REASONS WHY PEOPLE LOSE THEIR JOBS.
2. LIST THE NEGATIVE AND POSITIVE WAYS OF EXPRESSING FEELINGS.

Tools and Materials:

T-13-1	PERCEPTION
T-13-2	PERCEPTION
T-13-3	PERCEPTION
T-13-4	PERCEPTION

INFORMATION ASSIGNMENT:

READ INFORMATION SHEET:

IS-13-1	RECOGNIZING AND EXPRESSING OUR FEELINGS
IS-13-2	PERCEPTION

ANSWER QUESTIONS ON ASSIGNMENT SHEET:

AS-13-1	FANTASY TRIP
AS-13-2	GROUP WORK
AS-13-3	ROLE PLAYING
AS-13-4	SITUATION ONE
AS-13-5	SITUATION TWO
AS-13-6	SITUATION THREE

Individualized Informational Assignment for Special Students:

References:

1. EXPLORING CAREER DECISION-MAKING. DAVID WINEFORDNER, MC KNIGHT PUBLISHING CO., BLOOMINGTON, ILLINOIS, 1978.
2. OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS, 1978.

Step 1 - Introduction for Preparation of the Student:

EMPLOYER-EMPLOYEE RELATIONSHIPS APPLY IN GENERAL TO ALL JOBS. POOR RELATIONSHIPS BETWEEN EMPLOYER AND EMPLOYEE ACCOUNT FOR 80% OF ALL JOB LOSSES. STUDENTS SHOULD REALIZE THE IMPORTANCE OF THESE RELATIONSHIPS AND UNDERSTAND THE RIGHTS OF THE WORKER AND THE RIGHTS OF THE EMPLOYER.

Lesson Plan # 13

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title EMPLOYER-EMPLOYEE RELATIONSHIP

STEP 2 - Presentation Outline:

I. RECOGNIZING AND EXPRESSING OUR FEELINGS.

A. MORE PEOPLE LOSE THEIR JOBS BECAUSE:

1. THEY CAN'T GET ALONG WITH THEIR CO-WORKERS.

2. THEY CAN'T GET ALONG WITH THEIR EMPLOYERS.

B. PEOPLE HAVE FEELINGS BOTH ON AND OFF THE JOB.

C. PROBLEMS WITH INTERPERSONAL RELATIONS CAN RESULT WHEN PEOPLE DO NOT UNDERSTAND OTHER PEOPLE'S FEELING.

D. WORKERS WHO RECOGNIZE AND EXPRESS THEIR OWN FEELINGS MAKE IT EASIER FOR OTHERS TO UNDERSTAND THEM.

E. WORKERS WHO EXPRESS THEIR FEELINGS CLEARLY YET TACTFULLY ARE LIKELY TO GET ALONG WELL WITH OTHERS.

F. SOMETIMES IT IS NOT ACCEPTABLE TO EXPRESS FEELINGS IN A WORK SITUATION.

(IS-13-1)

II. FANTASY TRIP.

A. YOU ARE GOING TO GO ON A "FANTASY TRIP".

1. HAVE STUDENTS CLOSE THEIR EYES AND GET IN A RELAXED POSITION.

B. READ THE FOLLOWING SLOWLY, PAUSING FREQUENTLY SO STUDENTS HAVE TIME TO DEVELOP THEIR FANTASIES.

1. THINK OF THE LAST TIME YOU DID OR SAID SOMETHING YOU WERE SORRY FOR LATER.

A. WHO WAS INVOLVED?

B. GET A PICTURE IN YOUR MIND OF THE PERSON OR PERSONS.

2. START FROM THE BEGINNING, AND PUT YOURSELF IN THE SITUATION AGAIN.

    A. WHAT ARE YOUR FEELINGS?

    B. TRY TO IMAGINE HOW YOU LOOK TO THE OTHER PEOPLE.

    C. TRY TO IMAGINE HOW THEY ARE FEELING.

    D. WHAT DID YOU FEEL ONCE IT WAS OVER?

    E. THINK OF THE SITUATION AGAIN

    F. GO BACK TO THE BEGINNING

C. FIGURE OUT A WAY YOU COULD HAVE EXPRESSED YOUR FEELINGS WITHOUT FEELING SORRY LATER.

    1. SEE YOURSELF EXPRESSING YOUR FEELINGS. IMAGINE HOW YOU LOOK TO THE OTHER PEOPLE.

    2. IMAGINE WHAT THEY ARE FEELING

    3. WHAT ARE YOURFEELING NOW?

D. WHAT IS THE DIFFERENCE BETWEEN THE TWO WAYS YOU HANDLED THE SITUATION IN YOUR FANTASY.

E. ASK STUDENTS TO USE THEIR FANTASY TRIP AND OTHER EXPERIENCES TO THINK OF NEGATIVE WAYS WHICH PEOPLE USE TO EXPRESS FEELINGS.

    1. NAME CALLING (YOU DUMMY)

    2. INSULTING - (CAN'T YOU EVER DO ANYTHING RIGHT?)

    3. MAKING STATEMENTS THAT BEGIN "YOU ALWAYS..." OR "YOU NEVER..." - (YOU ALWAYS GIVE THE DIFFICULT JOB TO ME! YOU NEVER THINK OF ANYBODY BUT YOURSELF).

F. ASK STUDENTS IF THEY CAN ADD TO THE LIST OF:

    1. NEGATIVE WAYS OF EXPRESSING FEELINGS.

    2. POSITIVE WAY OF EXPRESSING FEELINGS.

G. DISCUSS THE POSSIBLE RESULTS OF EXPRESSING FEELINGS IN A NEGATIVE WAY

    1. YOU COULD BE FIRED.

    2. YOU COULD DAMAGE FRIENDSHIPS WITH CO-WORKERS.

    3. YOU COULD CAUSE A TENSE SITUATION

    4. YOU COULD GET A REPUTATION FOR BEING "HOT HEADED".

    5. OTHERS MIGHT START AVOIDING YOU.

III. DIVIDE STUDENTS INTO GROUPS OF THREE AND DISCUSS:

A. ALL THREE GROUPS DO (AS-13-2)

B. EACH GROUP WILL DO ONE OF THE ASSIGNMENT SHEETS (AS-13-4,5,6).

IV. SIX STUDENTS ACT OUT SIX DIFFERENT PLANNED SITUATIONS (AS-13-3).

V. THE MEANING OF PERCEPTION

A. PERCEPTION

1. PERCEPTION IS UNIQUE
2. PERCEPTION IS PERSONAL
3. PERCEPTION IS RELATED TO OUR EXPERIENCES
4. PERCEPTION IS SELECTIVE
5. HOW WE PERCEIVE THINGS DETERMINE WHAT DO.
6. PERCEPTIONS CAN CHANGE

(IS-13-2)

VI. DISCUSS THE SIX POINTS OF PERCEPTION USING TRANSPARENCIES.

A. PERCEPTION IS UNIQUE

B. PERCEPTION IS PERSONAL

C. PERCEPTION IS RELATED TO OUR EXPERIENCES

D. PERCEPTION IS SELECTIVE

E. HOW WE PERCEIVE THINGS DETERMINES WHAT WE DO

F. PERCEPTIONS CAN CHANGE

(T-13-1,2,3,4)

Lesson Plan # 13

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title OBTAINING INFORMATION

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. LIST NEGATIVE AND POSITIVE WAYS OF EXPRESSING FEELINGS.

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. LIST THE TWO MAIN REASONS WHY PEOPLE LOSE THEIR JOBS
   - A. THEY CAN'T GET ALONG WITH THEIR CO-WORKERS
   - B. THEY CAN'T GET ALONG WITH THEIR EMPLOYERS
2. LIST FOUR POSSIBLE RESULTS OF EXPRESSING FEELINGS IN A NEGATIVE WAY
   - A. YOU COULD BE FIRED
   - B. YOU COULD DAMAGE FRIENDSHIP WITH CO-WORKERS
   - C. YOU COULD CAUSE A TENSE SITUATION
   - D. OTHERS MIGHT START AVOIDING YOU
3. LIST THE SIX POINTS OF PERCEPTION
   - A. PERCEPTION IS UNIQUE
   - B. PERCEPTION IS PERSONAL
   - C. PERCEPTION IS RELATED TO OUR EXPERIENCES
   - D. PERCEPTION IS SELECTIVE

E. HOW WE PERCEIVE THINGS DETERMINES WHAT WE DO

F. PERCEPTIONS CAN CHANGE

Lesson Plan # 13

Course Title No. PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION IN EMPLOYER - EMPLOYEE RELATIONSHIP

Unit Test Items Oral, Written, or Performance:

TRUE OR FALSE

1. MORE PEOPLE LOSE THEIR JOB BECAUSE OF NOT WEARING PROPER CLOTHES.
2. IF YOU CAN'T GET ALONG WITH YOUR EMPLOYER OR EMPLOYEE IT CAN CAUSE YOU TO LOSE YOUR JOB.
3. PROBLEMS WITH INTERPERSONAL RELATIONS CAN RESULT WHEN PEOPLE DO NOT UNDERSTAND OTHER PEOPLE'S FEELINGS.
4. WORKERS WHO RECOGNIZE AND EXPRESS THEIR OWN FEELINGS MAKE IT EASIER FOR OTHERS TO UNDERSTAND THEM.
5. GETTING FIRED IS ONE POSSIBLE RESULT OF EXPRESSING YOUR FEELING IN A NEGATIVE WAY.
6. YOU CAN'T DAMAGE YOUR FRIENDSHIP WITH CO-WORKERS BY EXPRESSING YOUR FEELING IN A NEGATIVE WAY.
7. AS A RESULT OF EXPRESSING YOUR FEELINGS IN A NEGATIVE WAY, OTHERS MIGHT START AVOIDING YOU.
8. YOU COULD CAUSE A TENSE SITUATION BY EXPRESSING YOUR FEELINGS IN A NEGATIVE WAY.

LISTING

1. LIST FIVE POSSIBLE RESULTS OF EXPRESSING FEELINGS IN A NEGATIVE WAY:

   A.
   B.
   C.
   D.
   E.

2. LIST THE SIX POINTS OF PERCEPTION:

   A.
   B.
   C.
   D.
   E.
   F.

Lesson Plan # 13

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION IN EMPLOYER - EMPLOYEE RELATIONSHIP

KEY FOR TEST:

TRUE OR FALSE:

1. F
2. T
3. T
4. T
5. T
6. F
7. T
8. T

LISTING:

1. A. YOU COULD BE FINED
   B. YOU COULD DAMAGE FRIENDSHIPS WITH CO-WORKERS.
   C. YOU COULD CAUSE A TENSE SITUATION
   D. YOU COULD GET A REPUTATION FOR BEING "HOT HEADED".
   E. OTHERS MIGHT START AVOIDING YOU.

2. A. PERCEPTION IS UNIQUE
   B. PERCEPTION IS PERSONAL
   C. PERCEPTION IS RELATED TO OUR EXPERIENCES
   D. PERCEPTION IS SELECTIVE
   E. HOW WE PERCEIVE THINGS DETERMINES WHAT WE DO.

INFORMATION SHEET

RECOGNIZING AND EXPRESSING OUR FEELINGS

MORE PEOPLE LOSE THEIR JOBS BECAUSE THEY CAN'T GET ALONG WITH THEIR CO-WORKERS AND EMPLOYERS THAN FOR ANY OTHER REASON.

PEOPLE HAVE FEELINGS BOTH ON AND OFF THE JOB.

PROBLEMS WITH INTERPERSONAL RELATIONS CAN RESULT WHEN PEOPLE DO NOT UNDERSTAND OTHER PEOPLE'S FEELINGS.

WORKERS WHO RECOGNIZE AND EXPRESS THEIR OWN FEELINGS MAKE IT EASIER FOR OTHERS TO UNDERSTAND THEM.

WORKERS WHO EXPRESS THEIR FEELINGS CLEARLY YET TACTFULLY ARE LIKELY TO GET ALONG WELL WITH OTHERS.

SOMETIMES IT IS NOT ACCEPTABLE TO EXPRESS FEELINGS IN A WORK SITUATION.

ASSIGNMENT SHEET

FANTASY TRIP

YOU ARE GOING TO GO ON A "FANTASY TRIP." HAVE STUDENTS CLOSE THEIR EYES AND GET IN A RELAXED POSITION. READ THE FOLLOWING SLOWLY, PAUSING FREQUENTLY SO STUDENTS HAVE TIME TO DEVELOP THEIR FANTASIES.

THINK OF THE LAST TIME YOU DID OR SAID SOMETHING YOU WERE SORRY FOR LATER... WHO WAS INVOLVED? GET A PICTURE IN YOUR MIND OF THE PERSON...OR PERSONS... Now, START FROM THE BEGINNING, AND PUT YOURSELF IN THE SITUATION AGAIN ...WHAT ARE YOU FEELING...TRY TO IMAGINE HOW YOU LOOK TO THE OTHER PEOPLE...NOW, TRY TO IMAGINE WHAT THEY ARE FEELING...WHAT DID YOU FEEL ONCE IT WAS OVER?...

NOW, THINK OF THE SITUATION AGAIN...GO BACK TO THE BEGINNING...NOW FIGURE OUT A WAY YOU COULD HAVE EXPRESSED YOUR FEELINGS WITHOUT FEELING SORRY LATER...SEE YOURSELF EXPRESSING YOUR FEELINGS...IMAGINE HOW YOU LOOK TO THE OTHER PEOPLE...IMAGINE WHAT THEY ARE FEELING...WHAT ARE YOURFEELING NOW?...WHAT IS THE DIFFERENCE BETWEEN THE TWO WAYS YOU HANDLED THE SITUATION IN YOUR FANTASY.

1. ASK STUDENTS TO USE THEIR FANTASY TRIP AND OTHER EXPERIENCES TO THINK OF NEGATIVE WAYS WHICH PEOPLE USE TO EXPRESS FEELINGS.

   NAME CALLING (YOU DUMMY)

   INSULTING - (CAN'T YOU EVER DO ANYTHING RIGHT?)

   MAKING STATEMENTS THAT BEGIN "YOU ALWAYS..." OR "YOU NEVER..." - (YOU ALWAYS GIVE THE DIFFICULT JOBS TO ME! YOU NEVER THINK OF ANYBODY BUT YOURSELF!)

2. ASK STUDENTS IF THEY CAN ADD TO THE LIST OF NEGATIVE AND POSITIVE WAYS OF EXPRESSING FEELINGS.

3. DISCUSS THE POSSIBLE RESULTS OF EXPRESSING FEELINGS IN A NEGATIVE WAY.

   YOU COULD BE FIRED.

   YOU COULD DAMAGE FRIENDSHIPS WITH CO-WORKERS.

   YOU COULD CAUSE A TENSE SITUATION.

   YOU COULD GET A REPUTATION FOR BEING "HOT HEADED."

   OTHERS MIGHT START AVOIDING YOU.

ASSIGNMENT SHEET

GROUP WORK

DIVIDE STUDENTS INTO GROUPS OF THREE AND DISCUSS THIS WORKSHEET. THINK OF NEGATIVE AND POSITIVE WAYS OF EXPRESSING FEELINGS IN THE FOLLOWING SITUATION:

SEVERAL OF YOUR CO-WORKERS HAVE BEEN TAKING EXTRA TIME ON THEIR LUNCH BREAKS. YOU ARE THE LAST TO GO TO LUNCH, AND YOU CANNOT TAKE YOUR LUNCH BREAK UNTIL THEY RETURN. SINCE ALL WORKERS MUST BE BACK ON THE JOB BY 1:30, THIS MEANS THAT YOU HAVE TO CUT YOUR LUNCH BREAK SHORT BECAUSE OF THEM. YOU HAVE DROPPED SEVERAL HINTS, BUT IT HASN'T HELPED. YOU ARE BEGINNING TO GET QUITE IRRITATED SINCE YOU HAVE TO HURRY YOUR LUNCH, AND YOU DON'T HAVE TIME TO RELAX. TODAY THEY ARE EVEN LATER THAN USUAL, AND YOU HAVE ONLY 15 MINUTES TO EAT YOUR LUNCH.

DISCUSS

ASSIGNMENT SHEET

ROLE PLAYING

ASK SIX OR MORE STUDENTS TO ACT OUT THE FOLLOWING SITUATION:

1. A NEW STUDENT CAME TO YOUR ROOM. HOW CAN YOU HELP HIM MAKE FRIENDS?

2. A PEN HAS BEEN STOLEN. A BOY YOU DISLIKE IS ACCUSED. YOU SAW YOUR FRIEND TAKE IT. WHAT WOULD YOU DO?

3. JOHN IS YOUR BEST FRIEND. IN BIOLOGY CLASS HE IS ALWAYS ACTING UP AND CAUSING A LOT OF TROUBLE.

4. JANE IS A GOOD FRIEND OF YOURS. YOU WALK TO SCHOOL TOGETHER. LATELY, SHE HAS BEEN LATE--THUS MAKING YOU LATE. WHAT WOULD YOU DO?

5. IN ENGLISH CLASS YOU ARE GOING TO HAVE A TEST. JOE IS IN ENGLISH FIRST PERIOD AND YOU HAVE IT SECOND. AS JOE COMES OUT OF CLASS HE HANDS SALLY A LIST OF ALL THE ANSWERS ON THE TEST. SHE PLACES THESE ANSWERS UNDER HER TEST PAPER AND USES THE ANSWERS TO MARK HER PAPER. SHE MADE AN "A" AND YOU MADE A "B". WHAT WOULD YOU DO?

6. MILLY IS ALWAYS SLOPPY. SHE DOES NOT TAKE TIME TO COMB HER HAIR OR WEAR CLEAN CLOTHING. SHE DOES NOT BATH REGULARLY OR USE DEODORANT. SHE KEEPS FLOPPING HER SHOES ON AND OFF AND HER FEET STINK. WHE CHEWS GUM AND POPS IT CONSTANTLY. YOU MUST SET BESIDE HER IN MATH CLASS. WHAT DO YOU DO?

ASSIGNMENT SHEET

SITUATION ONE

JANE WAS WORKING IN THE SCHOOL OFFICE DURING HER FREE PERIOD. SOMEONE CALLED AND SAID THEY NEEDED A COPY OF JOHN BROWN'S RECORDS. THE GIRLS SAID "YOU HAVE CALLED THE WRONG PLACE. YOU WILL HAVE TO CALL A MUSIC STORE. THE PERSON ON THE OTHER END OF THE PHONE BANGED DOWN THE RECEIVER.

ONE WEEK LATER A MEMBER OF THE BOARD OF EDUCATION CALLED THE PRINCIPAL AND CONFRONTED HIM WITH THE "WISE GUY" ANSWER. THE PRINCIPAL EXPLAINED THAT THE GIRL WAS NEW AND THAT IT PROBABLY WAS AN HONEST ERROR. LATER, THE PRINCIPAL EXPLAINED TO JANE THAT A RECORD MEANT A COPY OF SOMEONES SCHOOL RECORDS, A TRANSCRIPT.

1. HOW DID THE OTHER PERSON SEE THE SITUATION?
2. HOW DID JANE SEE THE SITUATION?
3. HOW COULD JANE HAVE AVOIDED HER MISTAKE?
4. HOW DID JANE'S MISTAKE AFFECT HER RELATIONSHIP WITH THE OTHER PERSON ON THE PHONE?

ASSIGNMENT SHEET

SITUATION TWO

JOHN HAD BEEN PRACTICING FOOTBALL FOR A FEW WEEKS. ONE DAY HE WENT COMPLETELY TO PIECES.

THE COUNSELOR ASKED HIM WHAT WAS WRONG. FINALLY, JOHN SAID HE HAD JUST FOUND OUT HE HAD DIABETES.

JOHN ONLY HAD A MILD CASE. WITH INSULIN SHOTS AND A SPECIAL DIET, HE WAS ABLE TO LIVE A NORMAL LIFE. SOON HIS WORK WAS BACK TO NORMAL, BUT HE HAD DECIDED TO GIVE UP THE IDEA OF EVER PLAYING BALL AGAIN.

"UP TO NOW," HE EXPLAINED, "I'VE HARDLY BEEN SICK A DAY IN MY LIFE. NOW I'LL NEVER AGAIN BE ABLE TO SEE MYSELF AS HEALTHY."

JOHN THOUGHT THAT HE EITHER WAS HEALTHY OR UNHEALTHY. HE COULD SEE NO MIDDLE GROUND.

1. WAS JOHN'S DECISION REALISTIC?
2. HOW DID JOHN'S PERCEPTION CHANGE HIS FUTURE?
3. HOW MIGHT ANOTHER PERSON HAVE HANDLED JOHN'S PROBLEM?
4. WHICH POINTS FROM THE LIST OF PERCEPTIONS ARE INVOLVED HERE?

ASSIGNMENT SHEET

SITUATION THREE

JANE LIVED IN TYLER MOUNTAIN AND DROVE HER CAR TO SCHOOL ON SOME SCHOOL DAYS.

SOME OF THE OTHER STUDENTS WHO LIVE AT TYLER MOUNTAIN DROVE TO SCHOOL ALSO, ONE SAID, "I UNDERSTAND YOU DRIVE FROM TYLER MOUNTAIN TO DUNBAR HIGH SCHOOL IN 12 MINUTES."

I SAID, "I CAN DO THAT ONCE IN A WHILE, DEPENDING ON TRAFFIC."

HE SAID, "I DON'T BELIEVE IT."

I SAID, "BUT I DO IT."

HE SAID, "I'M A MUCH BETTER DRIVER THAN YOU ARE, AND I CAN'T DO IT."

I SAID, "I'M GOING TO DRIVE ON FRIDAY. WHY DON'T YOU RIDE ALONG WITH ME?"

SO WE RODE TO DUNBAR HIGH SCHOOL IN ABOUT 12 MINUTES, AND HE SAID "NO WONDER YOU CAN DO IT. YOU DIDN'T STAY ON ROUTE 25!"

NOW, ROUTE 25 IS THE ROAD MOST PEOPLE TAKE. IT NEVER OCCURRED TO MY FRIEND THAT YOU COULD TAKE ANY OTHER ROAD ON EITHER SIDE OF ROUTE 25.

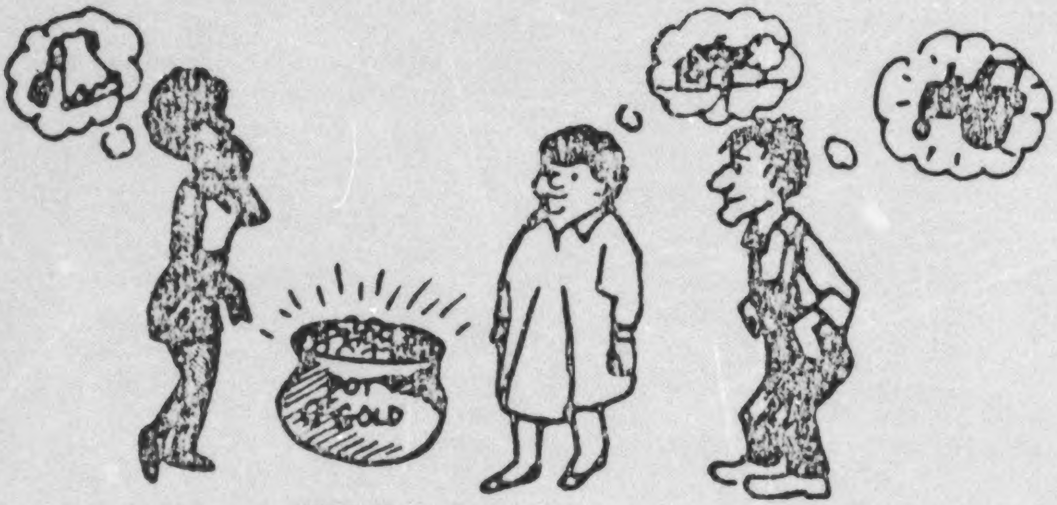
1. HOW DID EACH PERSON SEE THE SITUATION DIFFERENTLY?
2. WHY DO YOU SUPPOSE THE FRIEND CONSIDERED ROUTE 25 AS THE ONLY WAY FROM TYLER MOUNTAIN TO DUNBAR HIGH SCHOOL.
3. WHAT HAPPENS WHEN A PERSON DOESN'T LOOK AT ALL SIDES OF A PROBLEM?

INFORMATION SHEET

PERCEPTION

1. PERCEPTION IS UNIQUE. PEOPLE SEE THINGS DIFFERENTLY. NO TWO PEOPLE ARE ALIKE.
2. PERCEPTION IS PERSONAL. WE SEE THINGS AS WE SEE OURSELVES. WE SOMETIMES SEE ONLY WHAT WE WANT TO SEE. OUR FEELINGS AND PREJUDICES DETERMINE HOW WE SEE THINGS.
3. PERCEPTION IS RELATED TO OUR EXPERIENCES. OUR PARENTS, TEACHERS AND FRIENDS TEACH US TO SEE THINGS IN A CERTAIN WAY. SOMETIMES WE SEE THINGS WRONGLY BECAUSE OF OUR PAST EXPERIENCES. WE ALSO MAY MAKE MISTAKES IN OUR PERCEPTIONS BECAUSE WE DO NOT HAVE MUCH EXPERIENCE IN AN AREA.
4. PERCEPTION IS SELECTIVE. WE OFTEN ONLY SEE PART OF A SITUATION. FOR INSTANCE, IF SEVERAL THINGS HAPPEN, WE ARE MOST LIKELY TO REMEMBER THE FIRST AND LAST ONES. SOMETIMES WHEN WE DON'T UNDERSTAND SOMETHING, WE EITHER SEE IT AS BEING SIMPLER OR MORE COMPLICATED THAN IT REALLY IS.
5. HOW WE PERCEIVE THINGS DETERMINES WHAT WE DO. FOR INSTANCE, WE DECIDE HOW TO ACT TOWARD ANOTHER PERSON FROM OUR IMPRESSIONS OF HIM/HER.
6. PERCEPTIONS CAN CHANGE. WE SEE THINGS DIFFERENTLY AT DIFFERENT TIMES, DEPENDING ON OUR MOODS, WHERE WE ARE, AND WHO WE ARE WITH. WE CAN ALSO LEARN NEW PERCEPTIONS FROM NEW EXPERIENCES.

Transparency #1 Perception



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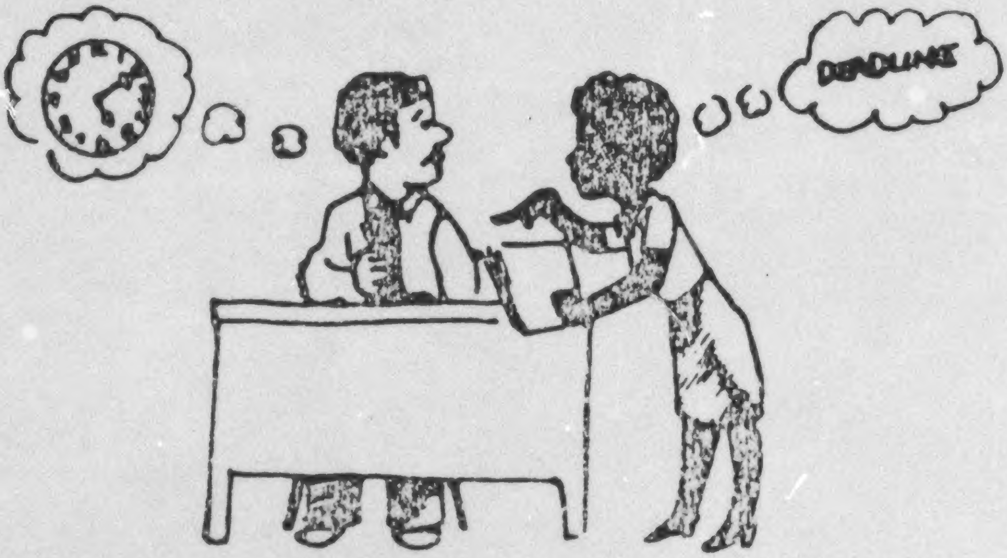
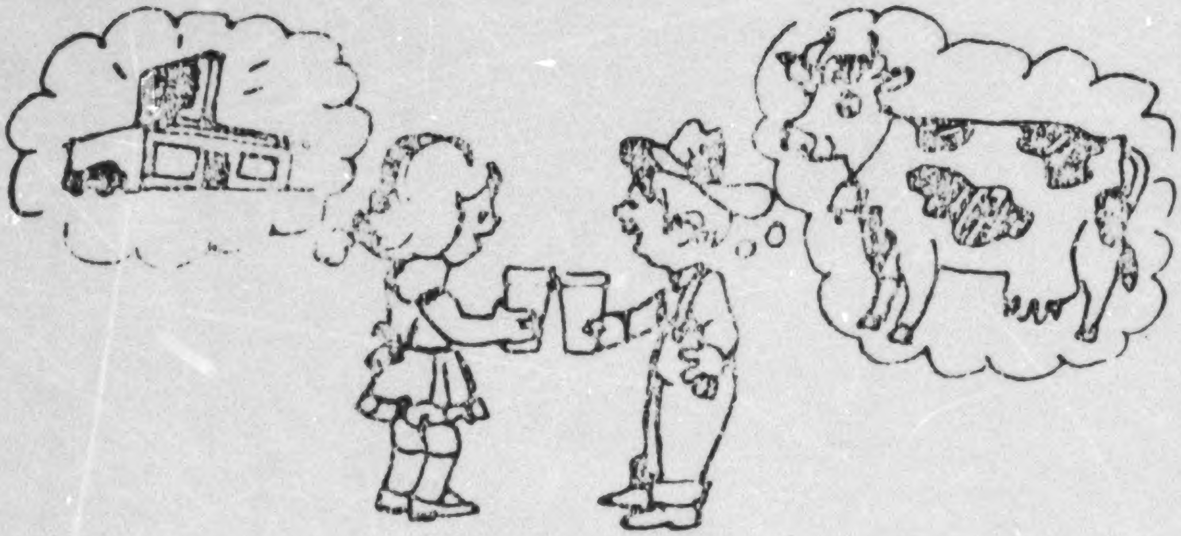
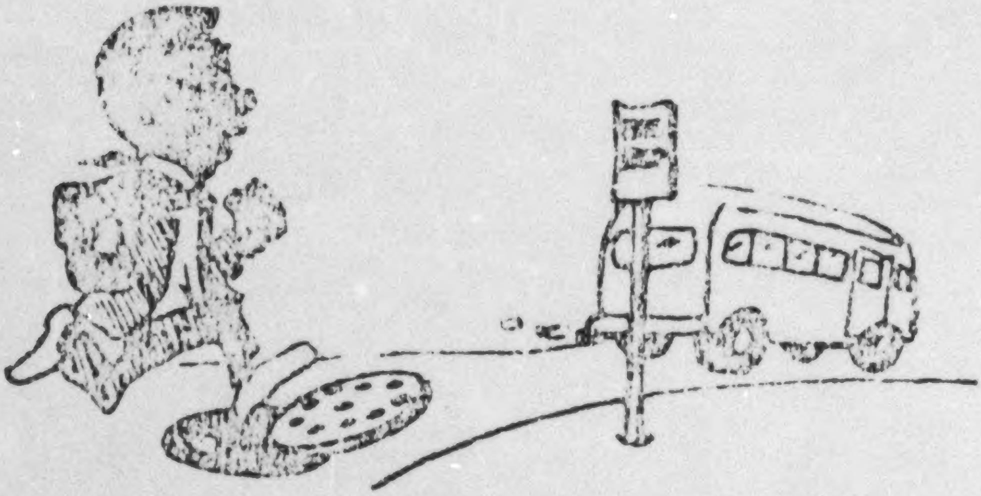


2. PERCEPTION IS PERSONAL. WE SEE THINGS AS WE SEE OURSELVES. WE SOMETIMES SEE ONLY WHAT WE WANT TO SEE. OUR FEELINGS AND PREJUDICES DETERMINE HOW WE SEE THINGS.

Transparency #2 Perception



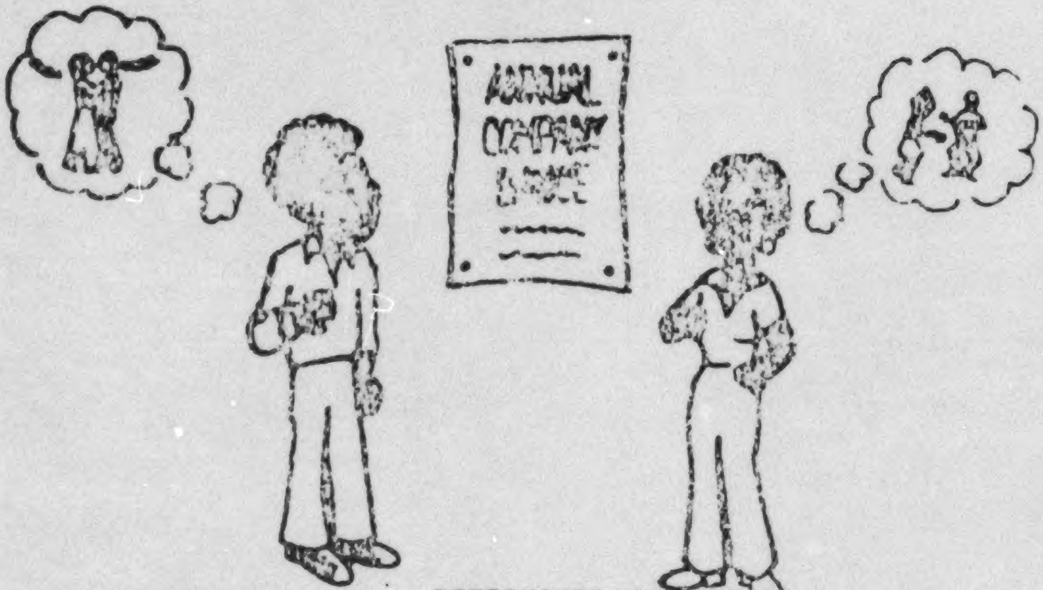
3. PERCEPTION IS RELATED TO OUR EXPERIENCES. OUR PARENTS, TEACHERS AND FRIENDS TEACH US TO SEE THINGS IN A CERTAIN WAY. SOMETIMES WE SEE THINGS WRONGLY BECAUSE OF OUR PAST EXPERIENCES. WE ALSO MAY MAKE MISTAKES IN OUR PERCEPTIONS BECAUSE WE DO NOT HAVE MUCH EXPERIENCE IN A CERTAIN AREA.



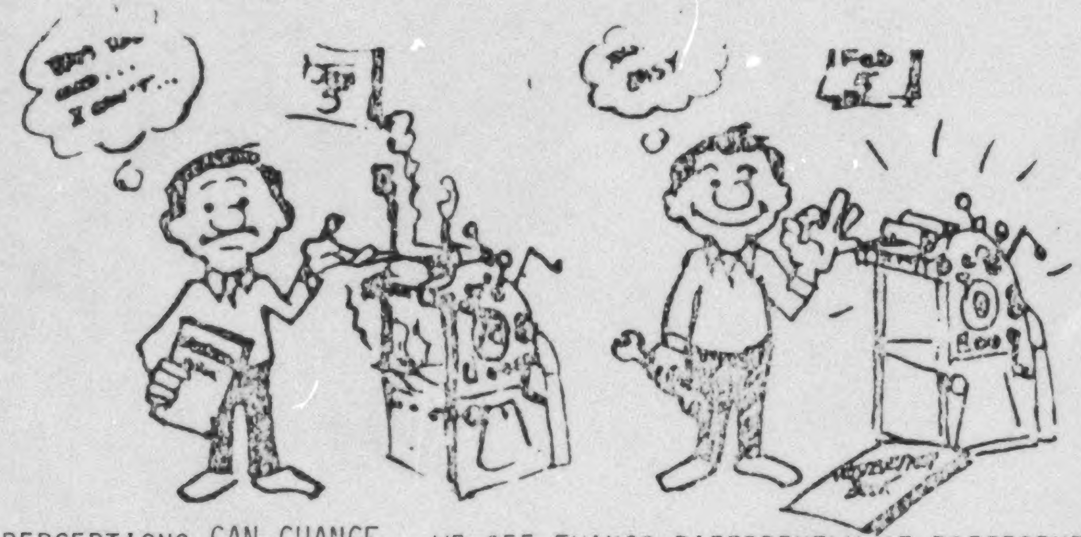
4. PERCEPTION IS SELECTIVE. WE OFTEN SEE ONLY PART OF A SITUATION. FOR INSTANCE, IF SEVERAL THINGS HAPPEN, WE ARE MOST LIKELY TO REMEMBER THE FIRST AND LAST ONES. SOMETIMES WHEN WE DON'T UNDERSTAND SOMETHING WE EITHER SEE IT AS BEING SIMPLER OR MORE COMPLICATED THAN IT REALLY IS.

T-13-3

Transparency #3 Perception



5. HOW WE PERCEIVE THINGS DETERMINES WHAT WE DO. FOR INSTANCE, WE DECIDE HOW TO ACT TOWARD ANOTHER PERSON FROM OUR IMPRESSIONS OF HIM OR HER.



6. PERCEPTIONS CAN CHANGE. WE SEE THINGS DIFFERENTLY AT DIFFERENT TIMES, DEPENDING ON OUR MOODS, WHERE WE ARE, AND WHO WE ARE WITH. WE CAN ALSO LEARN NEW PERCEPTIONS FROM NEW EXPERIENCES.

STUDENT WORKSHEET #3 PERCEPTION

1. PERCEPTION IS UNIQUE. PEOPLE SEE THINGS DIFFERENTLY. NO TWO PEOPLE ARE ALIKE.

2. PERCEPTION IS PERSONAL. WE SEE THINGS AS WE SEE OURSELVES. WE SOMETIMES SEE ONLY WHAT WE WANT TO SEE. OUR FEELINGS AND PREJUDICES DETERMINE HOW WE SEE THINGS.

3. PERCEPTION IS RELATED TO OUR EXPERIENCES. OUR PARENTS, TEACHERS AND FRIENDS TEACH US TO SEE THINGS IN A CERTAIN WAY. SOMETIMES WE SEE THINGS WRONGLY BECAUSE OF OUR PAST EXPERIENCES. WE ALSO MAY MAKE MISTAKES IN OUR PERCEPTIONS BECAUSE WE DO NOT HAVE MUCH EXPERIENCE IN AN AREA.

4. PERCEPTION IS SELECTIVE. WE OFTEN ONLY SEE PART OF A SITUATION. FOR INSTANCE, IF SEVERAL THINGS HAPPEN, WE ARE MOST LIKELY TO REMEMBER THE FIRST AND LAST ONES. SOMETIMES WHEN WE DON'T UNDERSTAND SOMETHING, WE EITHER SEE IT AS BEING SIMPLER OR MORE COMPLICATED THAN IT REALLY IS.

5. NOW WE PERCEIVE THINGS DETERMINES WHAT WE DO. FOR INSTANCE, WE DECIDE HOW TO ACT TOWARD ANOTHER PERSON FROM OUR IMPRESSIONS OF HIM/HER.

6. PERCEPTIONS CAN CHANGE. WE SEE THINGS DIFFERENTLY AT DIFFERENT TIMES, DEPENDING ON OUR MOODS, WHERE WE ARE, AND WHO WE ARE WITH. WE CAN ALSO LEARN NEW PERCEPTIONS FROM NEW EXPERIENCES.

Lesson Plan # 14

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title OBTAINING INFORMATION CONCERNING JOB OPENINGS

Technical Information Lesson ______ General/Guidance Information Lesson X

OR

Job Skill Demonstration Lesson ______

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. LIST AT LEAST EIGHT (8) SOURCES FOR OBTAINING INFORMATION CONCERNING JOB OPENINGS.
2. EXPLAIN THE DIFFERENCES IN SOURCES AS TO INFORMATION THEY GIVE.

Tools and Materials:

1. FILMSTRIP "GETTING A JOB IS A JOB", DUBIE-DASH PRODUCTIONS, 4949 HOLLYWOOD BLVD. (SUITE 208), HOLLYWOOD, CALIF. 90027.
2. FILMSTRIP "YOUR JOB: FITTING IN", CORONET INSTRUCTION FILMS, 65 E. SOUTH WATER ST., CHICAGO, ILLINOIS 60601.
3. 16 MM. PROJECTOR.
4. A GUEST SPEAKER.

Informational Assignment:

READ INFORMATION SHEET:

IS-14 -1 SOURCES OF INFORMATION ABOUT JOB OPENINGS.

ANSWER QUESTIONS ON ASSIGNMENT SHEET:

AS- 14-1 WORKSHEET.

Individualized Informational Assignment for Special Students:

References:

1. FRIEDMAN, S. AND JACK GROSSMAN. MODERN CLERICAL PRACTICES, 4TH EDITION, PITMAN PUBLISHING CORP., DISTRIBUTION BY LAIDLAW BROTHERS; RIVER FOREST, ILLINOIS.
2. AREA NEWSPAPERS.
3. MAGAZINES OF SPECIAL INTEREST.
4. LET'S FIND A JOB, PANPHLET FROM LOCAL EMPLOYMENT SECURITY OFFICE.
5. BIEGELEISEN, J. I. GETTING A JOB WITH A FUTURE. GROSSET AND DUNLAP PUBLISHERS, NEW YORK.

Step 1 - Introduction for Preparation of the Student:

THERE ARE MANY WAYS TO FIND A JOB AND THE STUDENT NEEDS TO KNOW THEM. IT IS IMPORTANT THAT EVERYONE CAN USE THE WANT-ADS SECTION OF THE NEWSPAPER AND KNOW WHAT TO LOOK FOR IN THE ADVERTISEMENTS. THIS IS ONLY ONE SOURCE WHICH CAN BE USED TO ASSIST IN FINDING A JOB OPENING.

Lesson Plan # 14

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title OBTAINING INFORMATION CONCERNING JOB OPENINGS

STEP 2 - Presentation Outline:

I. VIEW FILM "GETTING A JOB IS A JOB" OR "YOUR JOB: FITTING IN".

  A. LEAD A CLASS DISCUSSION ON:

    1. THE IMPORTANCE OF FINDING A JOB YOU ARE HAPPY WITH.

    2. SEARCH SOURCES FOR A JOB THAT SUITS YOU - NOT A JOB WITH WHICH YOU WILL HAVE TO CONFORM TO.

II. DISCUSS WITH STUDENTS THE SOURCES OF INFORMATION ABOUT JOB OPENINGS.

  A. THE SCHOOL PLACEMENT COUNSELOR.

    1. VISIT YOUR COUNSELORS AND TALK WITH THEM.

    2. KEEP IN TOUCH BY TELEPHONE OR VISIT AFTER GRADUATION.

  B. TEACHERS.

    1. FORMER TEACHERS KNOW YOU INTERESTS.

    2. THEY MAY KNOW OF JOB OPENINGS IN YOUR AREA OF INTEREST.

  C. STATE EMPLOYMENT SERVICE.

    1. REGISTER WITH LOCAL STATE EMPLOYMENT SERVICE.

    2. TAKE COMPLETE RESUME WITH YOU FOR AN INTERVIEW.

    3. THIS HELP IS FREE.

    4. THIS SERVICE MAY TEST YOU TO DETERMINE YOUR SKILLS AND ABILITIES.

  D. FRIENDS AND RELATIVES.

    1. JOBS ARE OFTEN SECURED THROUGH RECOMMENDATIONS.

    2. LET YOUR FRIENDS AND RELATIVES KNOW YOU ARE LOOKING FOR A JOB AND KNOW YOUR QUALIFICATIONS AND TRAINING.

    3. FIFTY (50) PERCENT OF JOBS ARE ACQUIRED THROUGH THIS METHOD.

E. PRIVATE EMPLOYMENT AGENCIES.

1. THEY ARE LISTED IN THE YELLOW PAGES UNDER "EMPLOYMENT".
2. THESE AGENCIES CHARGE A FEE.
3. THEY WILL TRY TO PLACE YOU INTO A POSITION FOR WHICH YOU ARE FITTED.
4. TAKE ALL NECESSARY INFORMATION WITH YOU.
5. BE PREPARED TO FILL OUT AN APPLICATION BLANK AND ANSWER QUESTIONS ABOUT YOURSELF.
6. THEY MAY TEST YOU TO DETERMINE YOUR SKILLS AND ABILITIES.

F. EMPLOYMENT DEPARTMENTS.

1. SOME FIRMS OR PLANTS HAVE DEPARTMENTS WHICH ACCEPT APPLICATIONS.
2. YOU NORMALLY DON'T HAVE TO MAKE AN APPOINTMENT.
3. AN APPLICATION FORM IS EXPECTED TO BE FILLED OUT.

G. CLASSIFIED "HELP WANTED" ADVERTISEMENTS.

1. EXAMINE ADVERTISEMENTS IN AREA NEWSPAPERS AND TRADE JOURNALS OR MAGAZINES.
2. AN AD CONTAINS INFORMATION ABOUT:
    A. POSITION OPEN.
    B. QUALIFICATIONS.
    C. WORK EXPERIENCE.
    D. RESUMES.

H. CLASSIFIED "POSITIONS-WANTED" ADVERTISEMENTS.

1. YOU CAN ADVERTISE IN A NEWSPAPER OR MAGAZINE. LIST:
    A. SPECIFIC QUALIFICATIONS.
    B. AREA OF WORK YOU ARE INTERESTED IN.
    C. HOW THEY CAN CONTACT YOU.

I. CIVIL SERVICE.

1. ANNOUNCEMENTS REGARDING THE CIVIL SERVICE EXAMINIATION FOR SUCH POSITIONS MAY BE OBTAINED FROM:

A. LOCAL POST OFFICE.

B. SCHOOL PLACEMENT COUNSELOR.

C. CIVIL SERVICE PERIODICALS.

D. BULLETIN BOARDS OF GOVERNMENT BUILDINGS.

(IS-14 -1)

III. HAVE EACH STUDENT WORK ON AS-14 -1.

A. AFTER THE STUDENTS HAVE COMPLETED THE ASSIGNMENT SHEET GO OVER THE QUESTIONS IN CLASS, CORRECT MISSTAKES AND DISCUSS.

(AS-14 -1)

IV. HAVE EACH STUDENT OBTAIN INFORMATION FROM ONE OR MORE OF THE SOURCES AVAILABLE.

A. DISCUSS THE COST OF PRIVATE EMPLOYMENT AGENCIES.

B. COMPARE PRIVATE EMPLOYMENT ADS, BLIND ADS, AND OPEN ADS BY EMPLOYERS.

1. WHAT THE EMPLOYER IS LOOKING FOR.

2. WHAT THE EMPLOYER HAS TO OFFER.

C. COLLECT AND COMPARE WANT ADS FROM NEWSPAPERS OF OTHER AREAS.

D. DEVELOP A FILE FOR WANT ADS.

E. HAVE EACH STUDENT WRITE A JOB WANTED AD.

1. HAVE STUDENTS FIND OUT THE COST OF PUBLISHING AN AD.

F. HAVE STUDENTS VISIT WITH FRIENDS AND NEIGHBORS CONCERNING JOB OPENINGS.

G. SELECT A UNION REPRESENTATIVE OR EMPLOYMENT SERVICE OFFICIAL TO SPEAK TO THE CLASS ON JOB OPPORTUNITIES.

H. HAVE STUDENTS MAKE A LIST OF CIVIL SERVICE JOB AVAILABLE.

I. HAVE STUDENTS MAKE A LIST OF POTENTIAL JOB OPENINGS DUE TO NEW CONSTRUCTION IN THE LOCAL AREA.

Lesson Plan # 14

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title OBTAINING INFORMATION CONCERNING JOB OPENINGS

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. HAVE EACH STUDENT OBTAIN INFORMATION, FORM ONE OR MORE OF THE SOURCES AVAILABLE, ON JOB OPENINGS.
   A. COLLECT AND COMPARE WANT ADS.
   B. DEVELOP A FILE FOR WANT ADS.
   C. WRITE A JOB WANTED AD.
   D. COLLECT INFORMATION ON JOB OPENINGS FROM FRIENDS OR RELATIVES.
   E. LISTEN TO A GUEST SPEAKER.
   F. MAKE A LIST OF CIVIL SERVICE JOBS AVAILABLE.
   G. LIST POTENTIAL JOB OPENINGS DUE TO NEW CONSTRUCTION IN LOCAL AREA.

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. LIST EIGHT (8) SOURCES OF INFORMATION ABOUT JOB OPENINGS.

   A. SCHOOL PLACEMENT COUNSELOR.
   B. TEACHERS.
   C. STATE EMPLOYMENT SERVICE.
   D. FRIENDS AND RELATIVES.
   E. PRIVATE EMPLOYMENT AGENCIES.
   F. EMPLOYMENT DEPARTMENTS.
   G. HELP WANTED ADVERTISEMENTS.
   H. CIVIL SERVICE.

2. COMPARE TWO (2) SOURCES OF INFORMATION ABOUT JOB OPENINGS.

   A.
   B.

Lesson Plan # 14

Course Title/No. PRE-VOCATIONAL CURRICULUM

Unit Title OBTAINING INFORMATION CONCERNING JOB OPENINGS

Unit Test Items Oral, Written, or Performance:

MULTIPLE CHOICE:

1. WHEN LOOKING FOR JOB OPENINGS AT A STATE EMPLOYMENT SERVICE YOU SHOULD:

   A. TAKE A COMPLETE RESUME WITH YOU.
   B. TAKE YOUR GRADE CARD.
   C. TAKE YOUR LUNCH.
   D. TAKE YOUR CAR TITLE.

2. JOBS ARE OFTEN SECURED THROUGH:

   A. A BANK.
   B. THE NUMBER OF BROTHERS AND SISTERS YOU HAVE.
   C. RECOMMENDATIONS.
   D. STUDENT ORGANIZATION MEMBERSHIP.

3. INFORMATION ABOUT JOB OPENINGS CAN NOT BE FOUND IN:

   A. PRIVATE EMPLOYMENT AGENCIES.
   B. HELP WANTED ADS.
   C. SCHOOL PLACEMENT COUNSELOR'S OFFICE.
   D. A PHARMACY.

4. SOME FIRMS OR PLANTS HAVE AN EMPLOYMENT DEPARTMENT WHICH ACCEPTS;

   A. DONATIONS.
   B. APPLICATIONS.
   C. AWARDS.
   D. DELIEVERIES.

TRUE OR FALSE:

1. STATE EMPLOYMENT SERVICE OFTEN REQUIRES YOU TO COMPLETE A TEST FOR THEM.

2. YOU WILL LEARN QUITE A BIT ABOUT THE JOB MARKET BY READING THE FRONT PAGE IN THE NEWSPAPER.

3. THE BEST METHOD FOR LEARNING ABOUT JOBS IS THROUGH FRIENDS AND RELATIVES.

4. THE STATE EMPLOYEMNT OFFICES CHARDS A FEE FOR JOB PLACEMENT.

Lesson Plan # 14

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title OBTAINING INFORMATION CONCERNING JOB OPENINGS

KEY FOR TEST:

MULTIPLE CHOICE:

1. A
2. C
3. D
4. B

TRUE OR FALSE:

1. TRUE
2. FALSE
3. TRUE
4. FALSE

INFORMATION SHEET

SOURCES OF INFORMATION ABOUT JOB OPENINGS:

1. THE SCHOOL PLACEMENT COUNSELOR - VISIT YOUR COUNSELOR AND TALK WITH THEM. AFTER GRADUATION, KEEP IN TOUCH BY TELEPHONE OR VISIT.

2. TEACHERS - FORMER TEACHERS KNOW YOUR INTERESTS. THEY MAY KNOW OF JOB OPENINGS IN YOUR AREA OF INTEREST.

3. STATE EMPLOYMENT SERVICE - REGISTER WITH YOUR LOCAL STATE EMPLOYMENT SERVICE. TAKE COMPLETE RESUME WITH YOU FOR AN INTERVIEW. THIS HELP IS FREE. OFTEN THIS SERVICE WILL TEST YOU TO DETERMINE YOUR SKILLS AND ABILITIES.

4. FRIENDS AND RELATIVES - OFTEN JOBS ARE SECURED THROUGH RECOMMENDATIONS. LET YOUR FRIENDS AND RELATIVES KNOW YOU ARE LOOKING FOR A JOB AND KNOW YOUR QUALIFICATIONS AND TRAINING. FIFTY PERCENT OF JOBS ARE ACQUIRED THROUGH THIS METHOD.

5. PRIVATE EMPLOYMENT AGENCIES - THESE ARE LISTED IN THE YELLOW PAGES UNDER "EMPLOYMENT". THESE AGENCIES CHARGE A FEE AND WILL TRY TO PLACE YOU INTO A POSITION FOR WHICH YOU ARE FITTED. AGAIN TAKE ALL NECESSARY INFORMATION WITH YOU. ALSO BE PREPARED TO FILL OUT AN APPLICATION BLANK OR ANSWER QUESTIONS ABOUT YOURSELF.

6. EMPLOYMENT DEPARTMENTS - SOME FIRMS OR PLANTS HAVE DEPARTMENTS WHICH ACCEPT APPLICATIONS. YOU USUALLY DON'T HAVE TO MAKE AN APPOINTMENT, BUT WILL BE EXPECTED TO FILL OUT A FORM.

7. CLASSIFIED "HELP-WANTED" ADVERTISEMENTS - EXAMINE ADVERTISEMENTS IN AREA NEWSPAPER AND TRADE MAGAZINES.

SAMPLE AD: 1. OFFICE MGR./EXEC. SECRETARY FOR HEALTH SYSTEMS AGENCY. 2. MUST HAVE FULL ACCOUNTING SKILLS. 3. MIN. 4 YRS. EXPERIENCE.

4. SEND RESUME TO: KS HEALTH SYSTEMS AGENCY, INC. 1120 KANAWHA VALLEY BLDG., TOPEKA, KS.

EXPLANATION:

1. POSITION OPEN - OFFICE MANAGER AND EXECUTIVE SECRETARY FOR HEALTH SYSTEMS AGENCY.
2. QUALIFICATIONS - EXCELLENT SHORTHAND AND TYPING. BOOKKEEPING.
3. WORK EXPERIENCE - 4 YEARS EXPERIENCE.
4. REVIEW LEARNING PAC ON RESUMES.

8. CLASSIFIED "POSITIONS-WANTED" ADVERTISEMENTS - YOU MAY WISH TO ADVERTISE IN A NEWSPAPER OR MAGAZINE, LISTING YOUR SPECIFIC QUALIFICATIONS, AREA OF WORK YOU ARE INTERESTED IN, AND HOW YOU CAN BE CONTACTED.

9. CIVIL SERVICE - ANNOUNCEMENTS REGARDING EXAMINATIONS FOR SUCH POSITIONS MAY BE OBTAINED FROM LOCAL POST OFFICE, SCHOOL PLACEMENT COUNSELOR, CIVIL SERVICE PERIODICALS, AND BULLETIN BOARDS OF GOVERNMENT BUILDINGS.

WORK SHEET

PLEASE ANSWER THE FOLLOWING QUESTIONS.

LIST EIGHT (8) WAYS YOU CAN FIND A JOB.

1.	5.
2.	6.
3.	7.
4.	8.

FILL IN THE BLANK:

1. ______________________ EMPLOYMENT OFFICE CHARGE A FEE FOR JOB PLACEMENT.
2. THE BEST METHOD FOR LEARNING ABOUT JOBS IS THROUGH __________ .
3. YOU WILL LEARN QUITE A BIT ABOUT THE JOB MARKET BY READING THE ______________________ IN THE NEWSPAPERS.
4. ______________________ EMPLOYMENT SERVICE OFTEN REQUIRES YOU TO COMPLETE A TEST FOR THEM.

AS-14-1 KEY

1. STATE EMPLOYMENT SERVICE.
2. SCHOOL PLACEMENT COUNSELOR.
3. TEACHERS.
4. FRIENDS AND RELATIVES.
5. PRIVATE EMPLOYMENT AGENCIES.
6. EMPLOYMENT DEPARTMENTS.
7. CLASSIFIED "HELP-WANTED" ADVERTISEMENTS.
8. CLASSFIED "POSITIONS-WANTED" ADVERTISEMENTS.
9. CIVIL SERVICE.

1. PRIVATE.
2. FRIENDS AND RELATIVES.
3. CLASSIFIED ADS.
4. STATE.

Lesson Plan # 15

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title PREPARING A RESUME

Technical Information Lesson ______ General Guidance information Lesson X
OR
Job Skill Demonstration Lesson ______

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. WRITE A RESUME.
2. REVISE A RESUME.

Tools and Materials:

Teaching Aids:

Informational Assignment:

READ INFORMATION SHEETS:

IS- 15-1 OUTLINE FOR PERSONAL RESUMÉ.

Individualized Informational Assignment for Special Students:

References:

1. CAREER-CENTERED CURRICULUM FOR VOCATIONAL COMPLEXES IN MISSISSIPPI, CAREER EXPLORATION, LEVEL 1, EXEMPLARY PROJECT # 0-361-0067 IN VOCATIONAL EDUCATION. REESE ISHEE, DIRECTOR JONES COUNTY EXEMPLARY PROGRAM, 2409 MOOSE DRIVE, LAUREL, MISS. 39440

Step 1 - Introduction for Preparation of the Student:

WHEN A PERSON APPLYS FOR A JOB, THE EMPLOYER MAY WANT A SHORT SUMMARY ABOUT THEIR FUTURE EMPLOYEE. A GOOD IDEA WHEN APPLYING FOR A JOB IS TO ATTACH A PERAONAL RESUMÉ. THIS WILL GIVE THE EMPLOYER INFORMATION WHICH MAY NOT BE INCLUDED ON THE APPLICATION FORM.

Lesson Plan # 15

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title PREPARING A RESUMÉ

STEP 2 - Presentation Outline

I. WHAT IS A RESUME AND WHY ARE THEY USEFUL?

  A. EACH STUDENT WILL WRITE DOWN ALL THE THINGS THEY FEEL SHOULD BE INCLUDED IN A RESUME.

    1. IN A GROUP HAVE STUDENTS LIST ALL ITEMS WHICH NEED TO BE INCLUDED IN A PERSONAL RESUME.

    2. COMPARE YOUR LIST WITH IS-15-1.

II. LEAD A CLASS DISCUSSION ON:

  A. WHY SHOULD A PROSPECTIVE EMPLOYER WANT A RESUME?

  B. HOW WOULD THE EMPLOYER USE IT IN CONSIDERING YOU FOR EMPLOYMENT?

    1. THE PROSPECTIVE EMPLOYER WOULD HAVE A COMPLETE LIST OF YOUR QUALIFICATIONS AND PRIOR WORK EXPERIENCE.

    2. THEY MAY GAIN ADDITIONAL KNOWLEDGE ABOUT YOU THROUGH EXAMINING YOUR HOBBIES, SCHOOL ACTIVITIES, ETC.

    3. YOU WILL BECOME A PEROSN TO THEM RATHER THAN A FACELESS APPLICANT.

  C. WHY SOME OF THE ITEMS ON THE RESUME FORM (IS-15-1) ARE IMPORTANT?

    1. IF YOU WERE AN EMPLOYER, WHAT WOULD YOU LOOK FOR?

      A. LIST ANY ADDITIONAL INFORMATION.

III. PREPARE A RESUME FORM AS A GROUP.

  A. WITH ALL PREVIOUS INFORMATION DECIDE WHAT SHOULD BE INCLUDED OR NOT BE INCLUDED.

  B. EACH STUDENT WILL WRITE A RESUME.

    1. THE STUDENTS WILL KEEP THIS IN THEIR FOLDER FOR FUTURE REFERENCE.

IV. REVISING A RESUME.

A. WHY DO YOU NEED TO REVISE YOUR RESUME?

1. YOU WILL ATTAIN MORE:

A. WORK EXPERIENCE.

B. NEW INTERESTS.

C. NEW ACTIVITIES, HONORS, AND/OR AWARDS.

2. REFERENCES MAY CHANGE WHEN YOU ATTAIN MORE WORK EXPERIENCE.

B. YOU MAY HEAR OF A JOB OPENING YOU WANT TO APPLY FOR AND YOU WILL HAVE YOUR RESUME REVISED AND READY TO SEND IMMEDICATELY.

Lesson Plan # 15

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title PREPARING A RESUME

STEP 3 - Classroom, Laboratory, Shop or Other Activities:
1. STUDENTS WILL WRITE AND REVISE A RESUME.

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. WHAT IS RESUME?

   ANSWER - A RESUME IS A SUMMARY OF A PERSON'S EDUCATION, WORK EXPERIENCE, INTERESTS, ACTIVITIES, HONORS, AND AWARDS.

2. WHO USES A RESUME? WHY?

   ANSWER - ANYONE WHO APPLIES FOR A JOB. AN EMPLOYER WHO IS TRYING TO HIRE EMPLOYEES. A RESUME LETS ANOTHER PERSON KNOW MORE ABOUT YOU.

3. WHY SHOULD YOU REVISE A RESUME PERIODICALLY?

   ANSWER - YOU MAY HAVE ADDITIONAL INFORMATION WHICH SHOULD BE INCLUDED OR SOME OF YOUR INFORMATION MAY NEED TO BE CHANGED. EXAMPLE: REFERENCES MAY CHANGE.

Lesson Plan # 15

Course Title/No. PRE-VOCATIONAL CURRICULUM

Unit Title PREPARING A RESUME

Unit Test Items Oral, Written, or Performance:

MULTIPLE CHOICE:

1. A RESUME CONTAINS INFORMATION ABOUT?

   A. YOUR FATHER'S OCCUPATION.
   B. YOUR MOTHER'S OCCUPATION.
   C. BOTH OF YOUR PARENTS BACKGROUND.
   D. ABOUT YOU.

2. A RESUME NEEDS TO BE REVISED:

   A. DAILY.
   B. WEEKLY.
   C. MONTHLY.
   D. YEARLY.
   E. WHENEVER NEEDED.

3. A RESUME MAY INCLUDE:

   A. WORK EXPERIENCE.
   B. THE HOSPITAL YOU WERE BORN IN.
   C. SHOE SIZE.
   D. COLOR OF YOUR HOUSE.

4. A RESUME MAY NOT INCLUDE.

   A. WORK EXPERIENCE.
   B. EDUCATION.
   C. ACTIVITIES, HONORS, AND AWARDS.
   D. PROPERTY YOU OWN.

TRUE OR FALSE:

1. A RESUME IS USED WHEN APPLYING FOR A JOB.
2. A RESUME IS A LENGTHY LIFE HISTORY OF A PERSON.
3. AN EMPLOYER WILL GAIN USEFUL INFORMATION WHEN READING YOURRESUME.
4. A RESUME MAY NEED TO BE REVISED AS YOU ATTAIN MORE WORK EXPERIENCE.

Lesson Plan # 15

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title PREPARING A RESUME

KEY TO TEST:

MULTIPLE CHOICE:

1. D
2. E
3. A
4. D

TRUE OR FALSE:

1. TRUE
2. FALSE
3. TRUE
4. TRUE

INFORMATION SHEET

OUTLINE FOR PERSONAL RESUMÉ*

NAME:	DATE:
ADDRESS:	WEIGHT:
PHONE NO.:	HEIGHT:
MARITAL STATUS:	HEALTH:
DATE OF BIRTH:	AGE:
PARENT OR GUARDIAN'S NAME:	PARENT OR GUARDIAN'S ADDRESS:

EDUCATION:

NAME OF SCHOOL	GRADES COMPLETED AND DATES:
1.	
2.	
3.	
4.	

WORK EXPERIENCE: (INCLUDE NAME OF EMPLOYER AND DATES WORKED).

DATE	NAME	ADDRESS
1.		
2.		
3.		

SCHOOL ACTIVITIES, HONORS AND/OR AWARDS:

1.
2.
3.
4.
5.
6.

HOBBIES:

PERSONAL REFERENCES: (NAME AND ADDRESS OF THREE PERSONS NOT RELATED TO YOU).

NAME	ADDRESS
1.	
2.	
3.	

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*CAREER-CENTERED CURRICULUM FOR VOCATIONAL COMPLEXES IN MISSISSIPPI, CAREER EXPLORATION, LEVEL I, EXEMPLARY PROJECT #0-361-0067 IN VOCATIONAL EDCUATION. REESE ISHEE, DIRECTOR JONES COUNTY EXEMPLARY PROGRAM, 2409 MOOSE DRIVE, LAUREL, MISS. 39440.

Lesson Plan # 16

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION IN COMPLETING AN APPLICATION FORMS

Technical Information Lesson ______ General Guidance Information Lesson X

OR

Job Skill Demonstration Lesson ______

LESSON TITLE

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

1. DEFINE FIFTEEN (15) TERMS THAT ARE MOST OFTEN FOUND ON JOB APPLICATIONS
2. IDENTIFY COMMON MISTAKES MADE IN FILLING OUT A JOB APPLICATION.
3. IDENTIFY THE USES OF A SOCIAL SECURITY NUMBER
4. FILL OUT TWO (2) JOB APPLICATION FORMS.
5. FILL OUT APPLICATIONS FOR A DRIVER'S LICENSE AND SOCIAL SECURITY CARD.

Teaching Aids:

1. FILMSTRIP: "APPLYING FOR A JOB," 16 MM FILM, NATIONAL AUDIO-VISUAL CENTER, WHASHINGTON, D.C.
2. FILMSTRIP: "GETTING A JOB IS A JOB," 16MM FILM, DUBIE-DASH PRODUCTIONS, 4949 HOLLYWOOD BLVD., (SUITE 208), HOLLYWOOD, CA. 90027
3. TRANSPARENCIES: "GUIDE FOR FINDING A JOB," SET OF TRANSPARENCIES, TECHNIFAX EDUC. DIR., THE PLASTIC COATING CORP., HOLYOKE, MA 01040

Informational Assignment:

READ INFORMATION SHEETS:

IS-16-1

IS-16-2

IS-16-3

IS-16-4 APPLICATION FORMS

IS-16-5

IS-16-5A ENCORRECTLY COMPLETED APPLICATION

IS-16-5B COMPLETED APPLICATION FOR EMPLOYMENT.

IS-16-6 YOUR SOCIAL SECURITY CARD AND NUMBER

IS-16-7 THE EMPLOYMENT APPLICATION

IS-16-8 COMPLETING JOB APPLICATION FORMS

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEETS:

AS-16-1 SPECIAL WORDS FOR FILLING OUT FORMS.

AS-16-2 DRIVERS LICENSE APPLICATION

AS-16-3 SOCIAL SECURITY CARD APPLICATION.

AS-16-4 VOCATION AND JOB VOCABULARY EXERCISE

AS-16-5 WORKSHEET

AS-16-6 APPLICATION FOR A SOCIAL SECURITY NUMBER

AS-16-7 PERSONAL DATA FORM (SHORT FORM)

AS-16-8 MC DONALD'S APPLICATION FOR EMPLOYMENT

AS-16-9 APPLICATION FOR EMPLOYMENT (LONG FORM)

References:

1. LEE, MIRIAM. JOBS IN YOUR FUTURE. SCHOLASTIC BOOK SERVICE, NEW YORK, NY, 1973.
2. SHERTZER, BRUCE. CAREER EXPLORATION AND PLANNING. HOUGHTON-MIFFLIN CO., BOSTON, MA, 1973
3. MY JOB APPLICATION FILE. ALLEN T. KAHN PUBLISHERS, 25825 MISSION BLVD., HAYWARD, CA., 94544.
4. SUCCEEDING IN THE WORLD OF WORK. MC KNIGHT PUBLISHING CO., BLOOMINGTON, IL., 2ND EDITION, 1975

Step 1 - Introduction for Preparation of the Student:

NO MATTER WHERE YOU GO IN THE WORLD TODAY YOU ARE ASKED TO FILL OUT AN APPLICATION. WHETHER IT BE AT THE EMPLOYMENT OFFICE, THE DOCTORS OFFICE OR SOCIAL SECURITY OFFICE. EVERYONE SHOULD HAVE GENERAL IDEAS OF HOW TO FILL OUT AN APPLICATION, NO MATTER WHAT TYPE IT IS THEY ALL ASK SIMILAR QUESTIONS.

Lesson Plan # 16

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION IN COMPLETING AN APPLICATION FORM

STEP 2 - Presentation Outline:

I. FILLING OUT FORMS IS A SKILL.

   A. YOU MUST HAVE THIS SKILL TO FUNCTION IN OUT SOCIETY.

      1. AT OUR JOBS

      2. IN OUR HOMES

      3. IN OUR SCHOOLS

   B. IN SEVERAL YEAR YOU MAY BE FILLING OUT FORMS SUCH AS:

      1. REGISTRATION FORMS FOR COLLEGE.

      2. APPLICATION FOR A JOB.

      3. CHARGE ACCOUNT.

      4. MAIL ORDER FORMS.

      5. MARRIAGE APPLICATIONS

   C. THERE ARE COMMON WORDS AND ABBREVIATIONS ON DRIVER'S LICENSE AND SOCIAL SECURITY APPLICATIONS.

      1. M.O. - MONEY ORDER

      2. HT., WT. - HEIGHT, WEIGHT

      3. MAIDEN NAME - GIRL'S LAST NAME BEFORE MARRIAGE.

      4. PROOF OF AGE - BIRTH CERTIFICATE, BAPTISMAL PAPERS, DRAFT CARD, PASSPORT.

      5. ADDRESS - WHERE YOU LIVE (IS-16-2 AND AS-16-1)

   D. FILL OUT A DRIVERS LICENSE FORM. (IS-16-3 AND AS-16-2)
      FILM- "APPLYING FOR A JOB"

II. VOCATION AND JOB VOCABULARY

   A. SEVERAL TERMS ARE USED WHEN FILLING OUT AN EMPLOYMENT FORM.

1. REFERENCE
2. APPLICANT
3. EMPLOYER
4. SALARY
5. MARITAL STATUS
6. ELEMENTARY
7. SIGNATURE
8. ADDRESS
9. DEPENDENT
10. EXPERIENCE
11. APPLY
12. PERSONNEL
13. LEGIBLE
14. CONCISE
15. FORMER
16. PERSONAL
17. CIVIC
18. COMPLETED
19. EMPLOYEE
20. OCCUPATION

(AS-16-4)

III. SUGGESTIONS FOR FILLING OUT AN APPLICATION.

A. FILL OUT THE APPLICATION FORM IN INK- OR USE A TYPEWRITER.

B. ANSWER EVERY QUESTION THAT APPLIES TO YOU.

1. IF A QUESTION DOES NOT APPLY:

A. YOU MAY WRITE "NA", MEANING NOT APPLICABLE.

B. DRAW A LINE THROUGH THE SPACE TO SHOW THAT YOU DID NOT OVERLOOK THE QUESTION.

C. GIVE YOUR COMPLETE ADDRESS.

D. THE QUESTION ON MARITAL STATUS SIMPLY MEANS WHETHER YOU ARE:

   1. SINGLE
   2. MARRIED
   3. SEPERATED
   4. DIVORCED
   5. WIDOWED

E. SPELL CORRECTLY

   1. IF YOU AREN'T SURE ABOUT HOW TO SPELL A WORD, TRY TO USE ANOTHER WORD WITH THE SAME MEANING.

F. THE QUESTION ON PLACE OF BIRTH MEANS THE CITY AND STATE IN WHICH YOU WERE BORN, NOT THE NAME OF THE HOSPITAL.

G. A QUESTION ON JOB PREFERENCE OR "JOB FOR WHICH YOU ARE APPLYING"

   1. SHOULD BE ANSWERED WITH A SPECIFIC JOB TITLE OR TYPE OF WORK.
   2. DO NOT WRITE "ANYTHING."
   3. EMPLOYERS EXPECT YOU TO STATE CLEARLY WHAT KIND OF WORK YOU CAN DO.

H. TRY TO HOLD IN MIND ALL OF THE SCHOOLS YOU HAVE ATTENDED AND THE DATES OF YOUR ATTENDANCE.

   1. IF THERE ARE SEVERAL, IT IS A GOOD IDEA TO WRITE THEM DOWN BEFORE YOU APPLY FOR A JOB.

I. BE PREPARED TO LIST SEVERAL GOOD REFERENCES.

   1. IT IS MUCH BETTER TO ASK PERMISSION OF THOSE YOU PLAN TO LIST.
   2. THOSE CONSIDERED GOOD REFERENCES INCLUDE:

      A. THE PASTOR OF YOUR CHURCH.
      B. A FORMER EMPLOYER.
      C. A TEACHER WHO KNOWS YOU WELL.
      D. FRIENDS WHO ARE ESTABLISHED IN BUSINESS

J. WHEN YOU WRITE OR SIGN YOUR NAME ON THE APPLICATION.

   1. USE YOUR CORRECT NAME.

2. NOT A NICKNAME.

3. YOUR FIRST, MIDDLE INITIAL, AND LAST NAME ARE USUALLY PREFERRED.

K. BE AS NEAT AS POSSIBLE.

1. THE EMPLOYER EXPECTS THAT YOUR APPLICATION WILL BE AN EXAMPLE OF YOUR BEST WORK. (IS-16-4)

IV. ALMOST ALL COMPANIES HAVE APPLICATION FORMS THAT MUST BE COMPLETED BEFORE AN OFFER OF EMPLOYMENT IS GIVEN TO A PERSON.

A. MANY TIMES, APPLICATIONS ARE NOT FILLED OUT CORRECTLY BECAUSE PEOPLE DO NOT UNDERSTAND THE WORDS OR TERMS USED IN THE APPLICATIONS.

B. COMPARE THE TWO SAMPLE APPLICATIONS FOR EMPLOYMENT. (AS-16-5)

1. AS-16-5A IS INCOMPLETE

2. AS-16-5B IS COMPLETE NO QUESTION HAS BEEN LEFT BLANK.

A. THIS INDICATES THAT THE APPLICANT HAS READ THROUGH EVERY QUESTION.

V. THE NEED FOR A SOCIAL SECURITY NUMBER

A. A PERSON MAY NEED A SOCIAL SECURITY NUMBER FOR MANY THINGS.

1. TO GET A DRIVERS LICENSE

2. TO APPLY FOR A JOB

3. TO GET A HEALTH CARD

4. TO GET A WORK PERMIT

5. TO GET HEALTH INSURANCE POLICY

6. FOR WHEN YOU REPORT YOUR INCOME

7. FOR INCOME TAX PURPOSES.
(AS-16-5 PART A)

B. YOU ALWAYS NEED A SOCIAL SECURITY CARD WHEN YOU GET A JOB.

1. THE EMPLOYER NEEDS YOUR SOCIAL SECURITY NUMBER FOR
A. HE MUST SEND MONEY FOR YOUR SOCIAL SECURITY TO THE GOVERNMENT.

2. YOUR SOCIAL SECURITY NUMBER IS USED AS YOUR TAX IDENTIFICATION NUMBER.

3. SOCIAL SECURITY PAYS MONEY TO YOU WHEN YOU:

   A. GROW OLD

   B. GET HURT OR

   C. GET SICK.

(IS-16-6 AND AS-16-5 PART B)

C. FOR THOSE STUDENT WHO HAVE NOT YET OBTAINED A SOCIAL SECURITY NUMBER.

   1. COMPLETE THE SAMPLE APPLICATION (AS-16-6)

   2. COMPLETE AN ACTUAL APPLICATION FOR A SECURITY NUMBER.

VI. THERE ARE MANY THINGS YOU NEED TO KNOW TO FILL OUT AN APPLICATION.FORM.

A. COMPLETE THE PERSONAL DATA FORM (AS-16-7)

VII. THE EMPLOYMENT APPLICATION FORM

A. THE EMPLOYMENT APPLICATION PLAYS A VERY IMPORTANT ROLE IN HELPING YOU GET THAT JOB.

   1. ALMOST ANY JOB REQUIRES THAT YOU COMPLETE AN APPLICATION FORM.

   2. HOW YOU FILL OUT THE APPLICATION CAN MAKE THE DIFFERENCE BETWEEN GETTING AND NOT GETTING THE JOB.

   3. FILLING OUT THE APPLICATION FORM ACCURATELY AND COMPLETELY IS A SKILL.

   4. A JOB CAN BE LOST BEFORE AN INTERVIEW FROM:

      A) CREATING A FALSE IMPRESSION FROM THE LOOKS OF THE APPLICATION.

      B) BECAUSE INFORMATION IS NOT STATED CLEARLY, CONCISE AND SLANTED TOWARDS THE EMPLOYERS NEEDS.

   5. THE SECRET OF EMPLOYMENT IS NOT ONLY EDUCATION AND TRAINING BUT PREPARING TO SELL YOURSELF TO THAT EMPLOYER

      A. THE "EMPLOYMENT APPLICATION IS ONE OF YOUR SELLING TOOLS.

      B. FILL OUT THE SAMPLE EMPLOYMENT APPLICATIONS.

      (IS-16-7 AND 8, AS-16-8 AND 9)

Lesson Plan # 16

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRO, IN COMPLETING AN APPLICATION FORM

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. COMPLETE AS-16-1 SPECIAL WORDS FOR FILLING OUT FORMS.
2. COMPLETE A DRIVERS LICENCES APPLICATION FORM (AS-16-2)
3. COMPLETE VOCATION AND JOB VOCABULARY EXERCISE (AS-16-4)
4. COMPLETE THE CHECKLIST OF THOSE THINGS YOU WOULD NEED A SOCIAL SECURITY NUMBER (AS-16-5)
5. COMPLETE AN APPLICATION FORM FOR A SOCIAL SECURITY NUMBER (AS-16-6)
6. COMPLETE A PERSONAL DATA FORM.
7. COMPLETE TWO EMPLOYMENT APPLICATION FORMS.
8. VIEW FILMS "APPLYING FOR A JOB" AND "GETTING A JOB IS A JOB."

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective:

1. THE THREE (3) LOCATIONS OF THOSE WHO NEED THE SKILLS OF FILLING OUT FORMS ARE:

   ANSWER - 1. AT OUR JOB

   2. IN OUR SCHOOLS

   3. IN OUR HOMES.

2. GIVE FIVE (5) EXAMPLES OF THE KINDS OF FORMS THAT ARE FILLED OUT:

   ANSWER - A. APPLICATION FOR EMPLOYMENT

   B. CHARGE ACCOUNT

   C. MAIL ORDER

   D. SOCIAL SECURITY

   E. DRIVERS LICENSE, ETC.

3. LIST FOUR (4) COMMON WORDS AND ABBREVIATIONS FOUND ON DRIVER'S LICENSE AND SOCIAL SECURITY NUMBER APPLICATIONS.

ANSWERS - A. HT. - HEIGHT

B. WT. - WEIGHT

C. EYES - COLOR OF EYES

D. PROOF OF AGE - BIRTH CERTIFICATE, ETC.

4. LIST SEVERAL (AT LEAST FIVE (5) TERMS USED ON AN EMPLOYMENT APPLICATION FORM.

A. MARITAL STATUS

B. ADDRESS

C. EXPERIENCE

D. EDUCATION

E. FORMER, ETC.

5. WHEN A QUESTION ON A FORM DOES NOT APPLY TO YOU SHOULD YOU LEAVE IT BLANK? WHY?

ANSWER - YOU SHOULD WRITE IN N/A OR DOES NOT APPLY SO THE EMPLOYER KNOWS YOU DIDN'T OVERLOOK THE QUESTION.

Lesson Plan # 16

Course Title/No. PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION IN COMPLETING AN APPLICATION FORM

Unit Test Items Oral, Written, or Performance:

MULTIPLE CHOICE

1. THE SKILLS FOR COMPLETING AN APPLICATION FORM CAN BE FOUND:
   A. AT OUR JOB
   B. IN OUR HOME
   C. IN OUR SCHOOLS
   D. ALL OF THE ABOVE
   E. NONE OF THE ABOVE.
2. ONE OF THE FOLLOWING IS NOT AN EXAMPLE OF AN APPLICATION FORM:
   A. FOR EMPLOYMENT
   B. FOR A CHARGE ACCOUNT
   C. FOR A SOCIAL SECURITY NUMBER
   D. FOR A PICNIC
   E. FOR A DRIVER'S LICENSE
3. A TERM FOUND ON AN EMPLOYMENT FORM MAY INCLUDE:
   A. MARITAL STATUS
   B. ADDRESS
   C. EXPERIENCE
   D. NONE OF THE ABOVE
   E. A, B AND C
4. WHEN A QUESTION ON A FORM DOES NOT APPLY TO YOU, YOU SHOULD:
   A. LEAVE IT BLANK
   B. SKIP OVER IT
   C. WRITE N/A, FOR DOES NOT APPLY
   D. DRAW A LINE THROUGH IT.
   E. BOTH C AND D.

TRUE OR FALSE:

1. IT IS NOT IMPORTANT FOR SPELLING TO BE CORRECT
2. A QUESTION CONCERNING JOB PREFERENCE SHOULD BE ANSWERED WITH A SPECIFIC JOB TITLE, OR TYPE OF WORK.
3. WHEN FILLING OUT AN APPLICATION FORM YOU SHOULD USE AN INK PEN OR A TYPEWRITER.
4. BEFORE LISTING A PERSON AS YOUR REFERENCE YOU SHOULD ASK THEIR PERMISSION TO WRITE THEIR NAME AS YOUR REFERENCE.
5. WHEN YOU SIGN YOUR APPLICATION ALWAYS SIGN YOUR NICKNAME.
6. WHEN YOU FILL OUT AN APPLICATION BE AS NEAT A POSSIBLE, THIS IS AN EXAMPLE OF YOUR WORK.
7. NO ONE NEEDS TO APPLY FOR A SOCIAL SECURITY NUMBER.
8. FILLING OUT AN APPLICATION FORM ACCURATELY AND COMPLETELY IS A SKILL.
9. A JOB CAN BE LOST BEFORE AN INTERVIEW IF THE INFORMATION ON THE APPLICATION IS NOT STATED CLEARLY AND CONCISE.
10. A SOCIAL SECURITY NUMBER IS NEEDED WHEN YOU GET A JOB.

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title BASIC INTRODUCTION IN COMPLETING AN APPLICATION FOR EMPLOYMENT

KEY FOR TEST:

MULTIPLE CHOICE:

1. D
2. D
3. E
4. E

TRUE OR FALSE:

1. F
2. T
3. T
4. T
5. F
6. T
7. F
8. T
9. T
10. T

INFORMATION SHEET A

HAVE YOU EVER TRIED TO ANSWER QUESTIONS ON A FORM OR APPLICATION BUT COULD NOT UNDERSTAND THE QUESTION?

FILLING OUT FORMS IS A SKILL YOU MUST HAVE TO BE ABLE TO FUNCTION IN OUR SOCIETY. THIS IS TRUE FOR THE PERSON WHO HAS A JOB, THE PERSON WHO IS AT HOME, OR THE PERSON WHO IS IN SCHOOL.

IT MAY BE SEVERAL YEARS BEFORE YOU WILL BE FILLING OUT FORMS SUCH AS:

REGISTRATION FORMS FOR COLLEGE

APPLICATION FOR A JOB

CHARGE ACCOUNT

MAIL ORDER FORMS

MARRIAGE APPLICATION

SOON YOU WILL BE APPLYING FOR A DRIVER'S LICENSE AND A SOCIAL SECURITY CARD. THERE ARE COMMON WORDS AND ABBREVIATIONS ON THESE APPLICATIONS.

TURN TO THE NEXT PAGE AND MATCH THE ABBREVIATIONS WITH THE CORRECT MEANING.

THE ANSWERS AND MORE INSTRUCTIONS WILL FOLLOW THE QUIZ.

READY?

SET!

GO!

SPECIAL WORDS FOR FILLING OUT FORMS

YOU'LL BE FILLING OUT FORMS MANY TIMES IN YOUR LIFE. YOU WILL FILL OUT A FORM TO GET A JOB, TO OPEN A CHARGE ACCOUNT, TO TAKE OUT A CAR LOAN, TO ORDER BY MAIL, AND MANY OTHER IMPORTANT THINGS. MANY FORMS USE SPECIAL WORDS OR ABBREVIATIONS WHEN THEY ASK FOR INFORMATION. THEY DO THIS TO SAVE SPACE. IN COLUMN I ARE 20 OF THESE SPECIAL WORDS AND ABBREVIATIONS. SEE IF YOU CAN MATCH THEM UP WITH THEIR DEFINITIONS IN COLUMN II. THE FIRST ONE HAS BEEN DONE FOR YOU.

COLUMN I

1. M.O.
2. HT., WT.
3. MAIDEN NAME
4. PROOF OF AGE
5. ADDRESS
6. APT.
7. DEFECTS OR DISABILITIES
8. SOC. SEC. NO.
9. MARITAL STATUS
10. SPOUSE
11. DEPENDENTS
12. QTY.
13. FORMER EMPLOYER
14. REFERENCE
15. FIRM NAME
16. OCCUPATION
17. INFRACTIONS, OFFENSES

COLUMN II

A. HEIGHT, WEIGHT
B. ADULT (NOT RELATIVE) WHO CAN TELL SOMETHING ABOUT YOU OR HOW YOU WORK
C. WORKER FOR A COMPANY
D. WHAT YOU DO FOR A LIVING,
E. MONEY ORDER
F. PEOPLE YOU SUPPORT OR HELP SUPPORT
G. PERSON YOU WORKED FOR
H. GIRL'S LAST NAME BEFORE MARRIAGE
I. CASH ON DELIVERY
J. NAME OF COMPANY YOU WORKED FOR
K. SIGNED NAME (NOT PRINTED) OF PERSON MAKING OUT THE APPLICATION
L. APARTMENT
M. ACTIONS AGAINST THE LAW
N. SINGLE, MARRIED, WIDOWED, SEPARATED, DIVORCED
O. HUSBAND'S OR WIFE'S NAME
P. QUANTITY
Q. MENTAL OR PHYSICAL HANDICAPS

18. EMPLOYEE

19. C.O.D.

20. APPLICANT'S SIGNATURE

R. SOCIAL SECURITY NUMBER

S. BIRTH CERTIFICATE, BAPTISMAL PAPERS, DRAFT CARD, PASSPORT

T. WHERE YOU LIVE

ANSWERS

1. E
2. A
3. H
4. S
5. T
6. L
7. Q
8. R
9. N
10. O
11. F
12. P
13. G
14. B
15. J
16. D
17. M
18. C
19. I
20. K

INFORMATION SHEET

DID YOU PASS THE QUIZ WITH FLYING COLORS?

IF NOT, ASK THE TEACHER FOR HELP.
EVERYONE UNDERSTAND THE ABBREVIATIONS NOW? GREAT !

YOU ARE READY TO COMPLETE THE NEXT TWO PAGES. FILL OUT THE APPLICATIONS FOR THE DRIVER'S LICENSE AND THE SOCIAL SECURITY CARD. WHEN YOU HAVE COMPLETED THE TASK HAVE YOUR TEACHER CHECK TO SEE YOU HAVE THEM WELL ENOUGH TO BE ABLE TO USE YOUR NEW SKILL.

IT WOULD BE NICE TO SAY THIS WILL BE THE END OF FILLING OUT FORMS, BUT MORE THAN LIKELY THERE WILL BE MORE AND MORE AND MORE AND MORE AND,.................................,MORE.

AS-16-2

DRIVER'S LICENSE APPLICATION

TYPE OR PRINT

FULL NAME (FIRST) (MIDDLE) (LAST)

STREET ADDRESS OR BOX NUMBER

CITY COUNTY ZIP CODE

PLACE OF BIRTH CITY COUNTY STATE

SEX	RACE	WEIGHT	HEIGHT FT. IN.	WEST VIRGINIA DRIVER LICENSE NUMBER

COLOR EYES	SOCIAL SECURITY NO	BIRTHDATE MO. DAY YR.

IF NAME HAS CHANGED SINCE LAST LICENSE ENTER FORMER NAME HERE [illegible]

DRIVER EDUCATION (CHECK ONE)

PUBLIC ☐ PRIVATE ☐ NONE ☐ NAME AND COUNTY OF SCHOOL

DO NOT WRITE IN THIS SPACE

IMPORTANT THE ISSUANCE OF YOUR LICENSE MAY BE DELAYED IF YOU FAIL TO

- INDICATE TYPE OF APPLICATION
- ANSWER ALL QUESTIONS CORRECTLY
- EXPLAIN A YES TO QUESTIONS 1 AND OR 2
- SIGN APPLICATION

DO NOT WRITE [illegible]

THE DRIVING EXAMINATION IS [illegible]
ALL PERSONS CURRENTLY DRIVING ON [illegible] INSTRUCT [illegible] PERMIT
OR UNDER RE EXAMINATION, MUST TAKE THIS EXAM

A ___ C ___ E ___ G ___ I ___ K ___ M

B ___ D ___ F ___ H ___ J ___ L ___ SCORE ___

RESTRICTION(S) NECESSARY

IF NAME HAS CHANGED [illegible] BIRTH [illegible] CERTIFICATE MUST ACCOMPANY APPLICATION

THE APPLICANT NAMED IN THIS APPLICATION PASSED THE DRIVING EXAMINATION CONDUCTED

AT DETACHMENT

THIS DAY OF 19

EXAMINER UNIT NO

DEPARTMENT OF MOTOR VEHICLES
DRIVER LICENSE DIVISION
CHARLESTON, WEST VIRGINIA 25305

DRIVERS' LICENSE APPLICATION
CHECK THE APPROPRIATE BOX FOR TYPE APPLICATION

SURRENDER		RENEW		
OUT OF STATE OPERATOR	$6.00	OPERATOR	$5.00	☐
OUT OF STATE CHAUFFEUR (EXPIRED)	$6.00	CHAUFFEUR	$1.00	☐
WEST VIRGINIA OPERATOR	$6.00	SCHOOL BUS CHAUFFEUR IF NONE OF THE ABOVE	$1.00	☐
WEST VIRGINIA CHAUFFEUR (DUPLICATE)	$6.00	JUNIOR OPERATOR	$5.00	☐
		OPERATOR	$1.00	☐
OPERATOR	$1.00	CHAUFFEUR	$1.00	☐
CHAUFFEUR	$1.00	SCHOOL BUS CHAUFFEUR	$1.00	☐

IF ADDRESS INCORRECT ENTER NEW ADDRESS BELOW

YES NO

1 [illegible]

2 [illegible] PRIVILEGE EVER DENIED, SUSPENDED OR REVOKED ☐ ☐

3 EVER LICENSED IN WEST VIRGINIA BEFORE ______ YEAR ☐ ☐

4 LICENSED TO DRIVE IN ANY OTHER STATE ☐ ☐

WHAT STATE ______? LICENSE NUMBER ______

5 HAS YOUR NAME CHANGED SINCE YOUR LAST LICENSE? ☐ ☐

(ENTER OLD NAME HERE)

6 IF THIS APPLICATION IS FOR A DUPLICATE, THE ORIGINAL WAS DESTROYED ☐ LOST OR STOLEN ☐ CHANGE OF NAME OR ADDR ☐

A LETTER OF EXPLANATION MUST ACCOMPANY THIS APPLICATION IF QUESTION 1 AND/OR 2 WERE ANSWERED YES. FAILURE TO DO SO WILL DELAY YOUR LICENSE

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE

SIGNED (MUST BE SIGNED BY APPLICANT) DATE / /7

Microfilmed From Best Available Copy

AS-10-2 (CON'T)

APPLICATION FOR INSTRUCTION PERMIT (Form No 22)

DO NOT MAIL CASH

DEPARTMENT USE

MAIL TO
Department of Motor Vehicles
Operations Bureau
Charleston, West Virginia 25305

(SEE BACK OF FORM)

ANSWER THE FOLLOWING QUESTIONS CORRECTLY

IF ANSWERED YES SEND LETTER OF EXPLANATION

	YES	NO
[illegible]	☐	☐
[illegible]	☐	☐
[illegible]	☐	☐
[illegible]	☐	☐

The above statements have been made for the purpose of securing the above instruction permit and are declared to be true and correct.

(Signature in his or her own handwriting)

DETACHMENT

DAY OF 19

RESTRICTIONS

IF YOU ARE UNDER THE AGE OF 18 THIS PORTION MUST BE COMPLETED

Parents or Guardian's Consent to the Issuance of a Junior Operator's License

Are you the legal guardian entitled to the custody of the applicant?

Signature of Father

Signature of Mother

Signature of Guardian

19

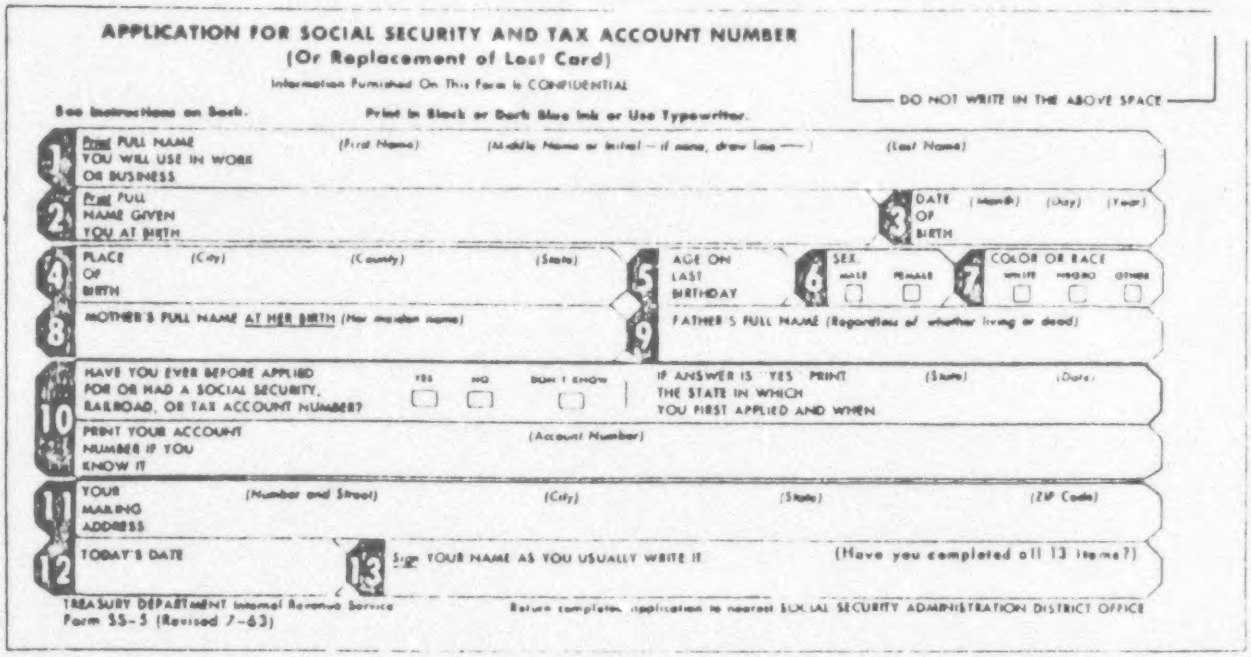
Notary Public

VALID THIRTY (30) DAYS FROM DATE OF EXAMINATION

BE SURE YOU HAVE COMPLETED THE APPLICATION

Microfilmed From Best Available Copy

SOCIAL SECURITY CARD APPLICATION



APPLICATION FOR SOCIAL SECURITY AND TAX ACCOUNT NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line —) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 DATE OF BIRTH (Month) (Day) (Year)

4 PLACE OF BIRTH (City) (County) (State)

5 AGE ON LAST BIRTHDAY

6 SEX: MALE ☐ FEMALE ☐

7 COLOR OR RACE: WHITE ☐ NEGRO ☐ OTHER ☐

8 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

9 FATHER'S FULL NAME (Regardless of whether living or dead)

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? YES ☐ NO ☐ DON'T KNOW ☐ | IF ANSWER IS "YES" PRINT THE STATE IN WHICH YOU FIRST APPLIED AND WHEN (State) (Date)

PRINT YOUR ACCOUNT NUMBER IF YOU KNOW IT (Account Number)

11 YOUR MAILING ADDRESS (Number and Street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME AS YOU USUALLY WRITE IT (Have you completed all 13 items?)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (Revised 7-63)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE

SOCIAL SECURITY PAYMENTS RECORD

Name ____________________

Social Security No. ____________________

EMPLOYER'S NAME	YOUR JOB	EMPLOYED		TOTAL EARNINGS		F.I.C.A. TAX WITHHELD	
		FROM	TO				

WORK SHEET A

VOCATION AND JOB VOCABULARY EXERCISE

MATCH THE WORDS ON THE RIGHT WITH ONE OF THE DEFINITIONS ON THE LEFT BY PLACING THE CORRECT WORD ON THE LINE NEAR THE DEFINITION.

1. ______________________ -GRADE SCHOOL
2. ______________________ -FIXED PAY FOR REGULAR WORK
3. ______________________ -YOUR WRITTEN NAME
4. ______________________ -THE PLACE WHERE ONE LIVES
5. ______________________ -SOMEONE YOU SUPPORT
6. ______________________ -SKILL GAINED BY OBSERVING, DOING, OR LIVING THROUGH THINGS.
7. ______________________ -A PERSON WHO CAN GIVE INFORMATION ABOUT ONE'S CHARACTER OR ABILITY.
8. ______________________ -EMPLOYEES OF A COMPANY
9. ______________________ -A PARTICULAR FIELD OF WORK
10. ______________________ -PREVIOUS, BEFORE, PRIOR
11. ______________________ -REFERS TO YOU THE INDIVIDUAL
12. ______________________ -WHETHER ONE IS SINGLE, MARRIED, DIVORCED, WIDOW (WIDOWER)
13. ______________________ -PERSON OR FIRM THAT GIVES WORK TO ONE OR MORE PERSONS.
14. ______________________ -ONE WHO APPLYS FOR A JOB
15. ______________________ -MAKE APPLICATION FOR A JOB
16. ______________________ -A PERSON WHO WORKS FOR SOMEONE
17. ______________________ -TO BE FINISHED OR TO FILL OUT FULLY

A. REFERENCE
B. APPLICANT
C. EMPLOYER
D. SALARY
E. MARITAL STATU
F. ELEMENTARY
G. SIGNATURE
H. ADDRESS
I. DEPENDENT
J. EXPERIENCE
K. APPLY
L. PERSONNEL
M. LEGIBLE
N. CONCISE
O. FORMER
P. PERSONAL

18. ________________-COMMUNITY ORGANIZATIONS

19. ________________-CLEAR, BRIEF, AND TO THE POINT

20. ________________-ABILITY TO WRITE CLEARLY AND CORRECTLY.

Q. CIVIC

R. COMPLETED

S. EMPLOYEE

T. OCCUPATION

CHECK YOUR ANSWERS WITH THE KEY WORK SHEET A.

NOTE: RETURN TO LEARNING ACTIVITIES SHEET, ACTIVITY #2.

KEY - WORK SHEET A

VOCATION AND JOB VOCABULARY EXERCISE

1. F
2. D
3. G
4. H
5. I
6. J
7. A
8. L
9. T
10. O
11. P
12 E
13. C
14. B
15. K
16. S
17. R
18. Q
19. N
20. M

IS-164

INFORMATION SHEET

APPLICATION FORMS

SINCE MOST EMPLOYERS WILL ASK YOU TO FILL OUT AN APPLICATION FORM, FOLLOWING THESE SUGGESTIONS WILL HELP SELL YOU TO THE EMPLOYER:

1. FILL OUT THE APPLICATION FORM IN INK - OR USE A TYPEWRITER.

2. ANSWER EVERY QUESTION THAT APPLIES TO YOU (IF A QUESTION DOES NOT APPLY, YOU MAY WRITE "NA", MEANING NOT APPLICABLE, OR DRAW A LINE THROUGH THE SPACE TO SHOW THAT YOU DID NOT OVERLOOK THE QUESTION).

3. GIVE YOUR COMPLETE ADDRESS, INCLUDING YOUR ZIP CODE.

4. THE QUESTION ON MARITAL STATUS SIMPLY MEANS WHETHER YOU ARE SINGLE, MARRIED, SEPARATED, DIVORCED, OR WIDOWED.

5. SPELL CORRECTLY, IF YOU AREN'T SURE ABOUT HOW TO SPELL A WORD, TRY TO USE ANOTHER WORD WITH THE SAME MEANING.

6. THE QUESTION ON PLACE OF BIRTH MEANS THE CITY AND STATE IN WHICH YOU WERE BORN, NOT THE NAME OF THE HOSPITAL.

7. A QUESTION ON JOB PREFERENCE OR "JOB FOR WHICH YOU ARE APPLYING "SHOULD BE ANSWERED WITH A SPECIFIC JOB TITLE OR TYPE OF WORK. DO NOT WRITE "ANYTHING". EMPLOYERS EXPECT YOU TO STATE CLEARLY WHAT KIND OF WORK YOU CAN DO.

8. TRY TO HOLD IN MIND ALL OF THE SCHOOLS YOU HAVE ATTENDED AND THE DATES OF YOUR ATTENDANCE. IF THERE ARE SEVERAL, IT IS A GOOD IDEA TO WRITE THEM DOWN BEFORE YOU APPLY FOR A JOB.

9. BE PREPARED TO LIST SEVERAL GOOD REFERENCES. IT IS MUCH BETTER TO ASK PERMISSION OF THOSE YOU PLAN TO LIST. THOSE CONSIDERED GOOD REFERENCES INCLUDE (A) THE PASTOR OF YOUR CHURCH, (B) A FORMER EMPLOYER (C) A TEACHER WHO KNOWS YOU WELL, (D) FRIENDS WHO ARE ESTABLISHED IN BUSINESS.

10. WHEN YOU WRITE OR SIGN YOUR NAME ON THE APPLICATION, USE YOUR CORRECT NAME, NOT A NICKNAME. YOUR FIRST NAME, MIDDLE INITIAL, AND LAST NAME ARE USUALLY PREFERRED.

11. BE AS NEAT AS POSSIBLE. THE EMPLOYER EXPECTS THAT YOUR APPLICATION WILL BE AN EXAMPLE OF YOUR BEST WORK.

2.1 DAVID LEE MURPHY HAS COMPLETED THE FOLLOWING SAMPLE, APPLICATION FOR EMPLOYMENT. CIRCLE ALL THE MISTAKES THAT DAVID MADE WHEN HE FILLED OUT THIS APPLICATION.

2.2 CHECK YOUR LIST OF MISTAKES WITH THE CORRECTED SAMPLE KEY- APPLICATION FOR EMPLOYMENT.

AS-16-5A

APPLICATION FOR EMPLOYMENT

RSONAL INFORMATION

DATE ______ SOCIAL SECURITY NUMBER ______

NAME DAVID (LAST) LEE (FIRST) MURPHY (MIDDLE) AGE 18 SEX MAIL

PRESENT ADDRESS 610 (STREET) JACKSON (CITY) ______ (STATE) ______ (ZIP)

PERMANENT ADDRESS ______ (STREET) ______ (CITY) ______ (STATE) ______ (ZIP)

PHONE NO. 4870 OWN HOME ______ RENT ______ BOARD ______

DATE OF BIRTH 9/12/75 HEIGHT 5-10 WEIGHT 180 COLOR OF HAIR BLACK COLOR OF EYES BROWN

MARRIED ______ SINGLE X WIDOWED ______ DIVORCED ______ SEPARATED ______

NUMBER OF CHILDREN ______ DEPENDENTS OTHER THAN WIFE OR CHILDREN ______ CITIZEN OF U. S. A. YES X NO X

HAVE YOU EVER BEEN ARRESTED? YES ☒ NO ☒

IF YES EXPLAIN ______

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT UNCLE HARRY REFERRED BY TOMMY

LAST

FIRST

MIDDLE

EMPLOYMENT DESIRED

POSITION ANY THING DATE YOU CAN START AFTER VACATION SALARY DESIRED MOST I CAN GET

RE YOU EMPLOYED NOW? NO IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER ______

EVER APPLIED TO THIS COMPANY BEFORE? NO WHERE ______ WHEN ______

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	PLEASANT VALLEY GRADE SCHOOL PIKE ST.	8		
HIGH SCHOOL	PLEASANT VALLEY HIGH SCHOOL PIKE ST.	4		NONE
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH AND DEVELOPMENT WORK NONE

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? ______ READ ______ WRITE ______

S. MILITARY OR AVAL SERVICE ______ RANK ______ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES ______

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) PLEASANT VALLEY BASEBALL TEAM

EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

(CONTINUED ON OTHER SIDE)

AS-16-5A (CON'T)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM 6/10/74 TO 8/10/74	BILL WILSON WILSON'S FARM	PER HR. 1.50	FARM LABOR	SUMMER J
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS OR OCCUPATION	YEARS ACQUAINTED
1 REV. TOM COOK	PLASANT VALLEY CHURCH	PREACHER	8
2 MRS. MARRY LONG	PLASANT VALLEY HIGH SCHOOL	TEACHER	2
3 BILL WILSON	WILSON'S FARM	FARMER	10

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS NONE

WERE YOU EVER INJURED? — GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? — IN VISION? — IN SPEECH? —

IN CASE OF EMERGENCY NOTIFY MR. + MRS. MURPHY (NAME) 610 JACKSON ST. - PLEASANT VALLEY (ADDRESS) 4870 (PHONE NO.)

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE

SIGNATURE DAVID LEE MURPHY

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY

DATE

REMARKS:

NEATNESS

CHARACTER

PERSONALITY

ABILITY

HIRED

FOR DEPT

POSITION

WILL REPORT

SALARY WAGES

APPROVED: 1 EMPLOYMENT MANAGER 2 DEPT HEAD 3 GENERAL MANAGER

AS-16-5B

APPLICATION FOR EMPLOYMENT

ERSONAL INFORMATION

DATE 9/23/75 SOCIAL SECURITY NUMBER 100-00-0000

NAME MURPHY (LAST) DAVID (FIRST) LEE (MIDDLE) AGE 18 SEX MALE

PRESENT ADDRESS 610 JACKSON ST. (STREET) PLEASANT VALLEY (CITY) W.VA. (STATE) 20200 (ZIP)

PERMANENT ADDRESS SAME

PHONE NO. 406-4870 OWN HOME RENT BOARD X

DATE OF BIRTH 9/12/57 HEIGHT 5'10" WEIGHT 180 COLOR OF HAIR BLACK COLOR OF EYES BROWN

MARRIED SINGLE X WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN NA DEPENDENTS OTHER THAN WIFE OR CHILDREN NONE CITIZEN OF U.S.A. YES X NO ○

HAVE YOU EVER BEEN ARRESTED? YES ☐ NO ☒ IF YES EXPLAIN

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT HARRY MURPHY (SHOP) REFERRED BY HARRY MURPHY

EMPLOYMENT DESIRED

POSITION MACHINE CLEANER DATE YOU CAN START 9/24/75 SALARY DESIRED 2.50

RE YOU EMPLOYED NOW? NO IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER —

EVER APPLIED TO THIS COMPANY BEFORE? NO WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	PLEASANT VALLEY GRADE SCHOOL PLEASANT VALLEY, W.VA.	1963 to 1971	1972	GENERAL EDUCATION
HIGH SCHOOL	PLEASANT VALLEY HIGH SCHOOL PLEASANT VALLEY, W.VA.	1971 1975	1975	GENERAL EDUCATION
COLLEGE	NONE			
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL	NONE			

SUBJECTS OF SPECIAL STUDY OR RESEARCH AND DEVELOPMENT WORK NONE

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? — READ — WRITE —

S. MILITARY OR AVAL SERVICE NONE RANK — PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES —

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) NONE

(CONTINUED ON OTHER SIDE)

AS-16-5B (CON'T)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM 6/10/74 TO 8/10/74	BILL WILSON RT 5 PLEASANT VALLEY, W.VA.	PER HR. 1.50	FARM LABOR	RETURNED TO SCHOOL
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS OR OCCUPATION	YEARS ACQUAINTED
1 REV. TOM COOK	PLEASANT VALLEY CHURCH PLEASANT VALLEY, W.VA.	PREACHER	8
2 MRS. MARY LONG	PLEASANT VALLEY High School PLEASANT VALLEY, W.VA.	TEACHER	2
3 BILL WILSON	RT 5 PLEASANT VALLEY, W.VA.	FARMER	10

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS NONE

WERE YOU EVER INJURED? NO GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? NO IN VISION? NO IN SPEECH? NO

IN CASE OF EMERGENCY NOTIFY MR. + MRS. MURPHY (NAME) 610 JACKSON ST. PLEASANT VALLEY (ADDRESS) 906-4870 (PHONE NO.)

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE Sept 23, 1975 SIGNATURE David Lee Murphy

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT HEAD 3. GENERAL MANAGER

AS-16-5

WORK SHEET

GIVEN THE FOLLOWING CHECKLIST - CHECK THOSE THINGS FOR WHICH YOU WOULD NEED A SOCIAL SECURITY NUMBER.

__________ TO GET A DRIVER'S LICENSE

__________ TO PLAY BINGO

__________ TO APPLY FOR A JOB

__________ TO GET A HEALTH CARD

__________ TO GET A WORK PERMIT

__________ TO GET A BIRTH CERTIFICATE

__________ TO GET A HEALTH INSURANCE POLICY

__________ FOR WHEN YOU REPORT YOUR INCOME FOR INCOME TAX PURPOSES

__________ TO GET MARRIED

__________ TO DEPOSIT MONEY IN THE BANK

PART B

AFTER READING THE INFORMATION SHEET - YOUR SOCIAL SECURITY CARD AND NUMBER, MAKE A LIST OF THOSE THINGS FOR WHICH YOU WOULD NEED A SOCIAL SECURITY NUMBER.

____

____

____

____

____

____

WORK SHEET KEY

THOSE THINGS FOR WHICH YOU WOULD NEED A SOCIAL SECURITY NUMBER INCLUDE:

_X_ TO GET A DRIVER'S LICENSE

_X_ TO APPLY FOR A JOB

_X_ TO GET A HEALTH CARD

_X_ TO GET A WORK PERMIT

_X_ TO GET A HEALTH INSURANCE POLICY

_X_ TO REPORT YOUR INCOME TAX PURPOSE

INFORMATION SHEET

YOUR SOCIAL SECURITY CARD AND NUMBER

YOU ALWAYS NEED A SOCIAL SECURITY CARD WHEN YOU GET A JOB. JOB APPLICATION BLANKS ALWAYS ASK FOR YOUR SOCIAL SECURITY NUMBER. YOUR EMPLOYER MUST SEND MONEY FOR YOUR SOCIAL SECURITY TO THE GOVERNMENT, AND NEEDS YOUR SOCIAL SECURITY NUMBER FOR THIS PURPOSE. YOU MAY BE ASKED FOR YOUR SOCIAL SECURITY NUMBER WHEN YOU APPLY FOR A DRIVER'S LICENSE, A WORK PERMIT, A HEALTH CERTIFICATE, OR A HEALTH-INSURANCE POLICY. YOUR SOCIAL SECURITY NUMBER IS ALSO YOUR TAX IDENTIFICATION NUMBER; YOU HAVE TO GIVE IT WHEN YOU REPORT YOUR INCOME OR PAY YOUR INCOME TAX. WHEN YOU GROW OLD, OR IF YOU GET HURT OR GET SICK, SOCIAL SECURITY MAY PAY YOU SOME MONEY TOWARD YOUR LIVING EXPENSES---AND YOUR SOCIAL SECURITY NUMBER WILL BE NEEDED THEN.

IF YOU DON'T YET HAVE A SOCIAL SECURITY NUMBER, IT IS EASY TO GET ONE AND A CARD THAT SHOWS IT. LOOK UP THE NEAREST SOCIAL SECURITY ADMINISTRATION OFFICE IN THE PHONE BOOK. YOU CAN CALL OR WRITE THE OFFICE AND EXPLAIN WHAT YOU NEED. THE PEOPLE IN THE OFFICE WILL HELP YOU TO MAKE YOUR APPLICATION. GETTING YOUR NUMBER MAY TAKE SEVERAL WEEKS, SO GET IT AS SOON AS YOU CAN. YOU WANT TO AVOID LOSING TIME WHEN YOU ARE READY TO START WORKING AND GETTING PAID.

AS-16-6

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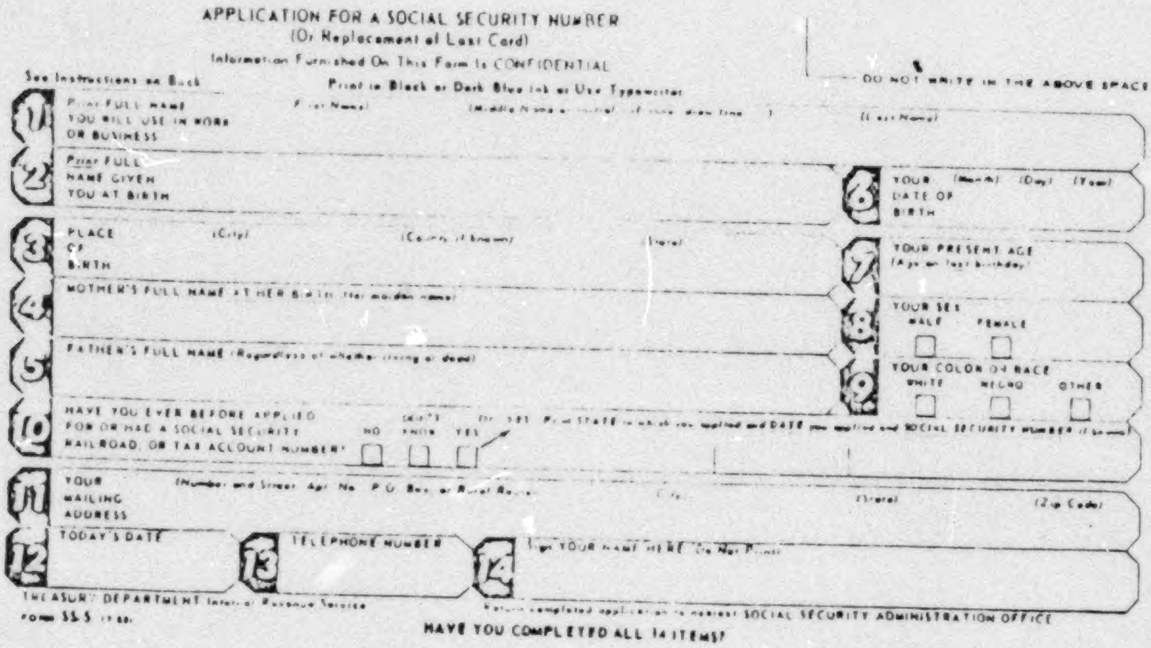


APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back — Print in Black or Dark Blue Ink or Use Typewriter

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or initial – if none, draw line —) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "yes" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

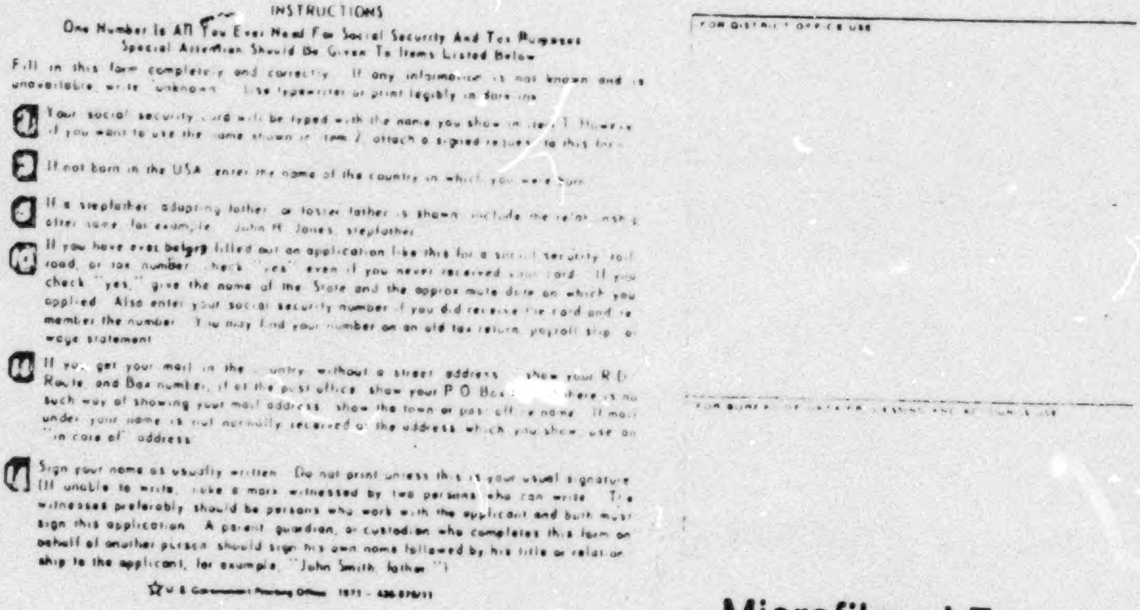
14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
FORM SS-5 (1-68)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

This is the back of the form



INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box [illegible] there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

☆ U.S. Government Printing Office: 1971 – 436-078/11

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

Microfilmed From
Best Available Copy

PERSONAL DATA FORM

THERE ARE MANY THINGS THAT YOU NEED TO KNOW TO FILL OUT AN APPLICATION FORM. THE FOLLOWING IS SOME OF THE INFORMATION THAT IS NEEDED ON AN APPLICATION FORM. COMPLETE THE FOLLOWING PERSONAL DATA FORM.

NAME ______________________________

LAST FIRST MIDDLE

ADDRESS ______________________________

NO. & STREET CITY STATE ZIP

TELEPHONE __________ HEIGHT __________ WEIGHT __________

AGE __________ SOCIAL SECURITY NUMBER __________

BIRTHDATE __________ PLACE OF BIRTH __________

DRIVER'S LICENSE NO. ______________________________

HIGH SCHOOL ______________________________

ADDRESS OF SCHOOL ______________________________

CURRICULUM ______________________________

DATES OF ATTENDANCE ______________________________

HIGHEST GRADE COMPLETED OR DATE OF GRADUATION __________

COLLEGE ______________________________

ADDRESS ______________________________

DATES OF ATTENDANCE ______________________________

HIGHEST GRADE COMPLETED OR DATE OF GRADUATION __________

CURRICULUM ______________________________

PREVIOUS EMPLOYMENT (SUMMER, WORK-STUDY OR PART TIME) INCLUDE THE FOLLOWING FOR EACH JOB.

NAME OF EMPLOYER ______________________________

ADDRESS OF JOB ______________________________

JOB TITLE ______________________________

DATES OF EMPLOYMENT ______________________________

AS-16-7 (CON'T)

NAME OF EMPLOYER ______________________________

ADDRESS OF JOB ______________________________

JOB TITLE ______________________________

DATES OF EMPLOYMENT ______________________________

REFERENCES

1. NAME ____________________ OCCUPATION ____________

   ADDRESS ______________________________

   TELEPHONE ____________

2. NAME ____________________ OCCUPATION ____________

   TELEPHONE ____________

3. NAME ____________________ OCCUPATION ____________

   TELEPHONE ____________

INFORMATION SHEET

THE EMPLOYMENT APPLICATION

THE "EMPLOYMENT APPLICATION" PLAYS A VERY IMPORTANT PART IN HELPING YOU GET THAT JOB. ALMOST ANY JOB TODAY REQUIRES THAT YOU COMPLETE AN APPLICATION FORM. HOW YOU FILL OUT THE APPLICATION CAN MAKE THE DIFFERENCE BETWEEN "GETTING" AND "NOT GETTING" THE JOB. FILLING OUT AN APPLICATION FORM ACCURATELY AND COMPLETELY IS A SKILL IN ITSELF. MANY PEOPLE LOST JOBS BEFORE THEY ARE INTERVIEWED SIMPLY BECAUSE THEY CREATE A FALSE IMPRESSION FROM THE LOOKS OF THE APPLICATION. A QUALIFIED PERSON CAN LOSE THE JOB BEFORE HE IS INTERVIEWED BECAUSE HE HAS NOT STATED INFORMATION THAT IS CLEAR, CONCISE AND SLANTED TOWARD THAT EMPLOYER'S NEEDS. DON'T SELL YOURSELF SHORT. YOU HAVE THE ABILITY BUT YOU MUST PUT THAT ABILITY TO USE. HOW MUCH ABILITY DO YOU POSSESS? DO YOU THINK YOU KNOW EVERYTHING ABOUT EMPLOYMENT APPLICATION FORMS? STUDY CAREFULLY, UNDERSTAND, PRACTICE AND APPLY IT.

REMEMBER, THE SECRET OF EMPLOYMENT IS NOT ONLY EDUCATION AS SUCH AND TRAINING BUT PREPARING YOURSELF TO THAT EMPLOYER. THE "EMPLOYMENT APPLICATION" IS ONE OF YOUR SELLING TOOLS.

THREE IMPORTANT POINTS

THESE IMPORTANT POINTS TO REMEMBER WHEN FILLING OUT THE EMPLOYMENT APPLICATION TELL THE EMPLOYER SOMETHING ABOUT YOU.

1. THE FIRST POINT IS YOUR HANDWRITING OR PRINTING. MANY OF US BECAUSE OF PAST EXPERIENCE AND HABIT HAVE TAKEN OUR PENMANSHIP FOR GRANTED. IT MUST BE REMEMBERED THAT ON ANY JOB A CERTAIN AMOUNT OF PENMANSHIP IS NECESSARY. IF YOU ARE UNABLE TO EXPRESS CLEARLY AND PLAINLY YOUR IDEAS OR FACTUAL INFORMATION ON PAPER, IT MAY SERIOUSLY LIMIT YOUR OPPORTUNITY FOR PROMOTION AND ADVANCEMENT. IT MAY MORE SERIOUSLY HURT WHEN APPLYING FOR A JOB. IF YOU MAKE A POOR IMPRESSION AND PUT FORTH LITTLE EFFORT INTO COMPLETING THE APPLICATION, WELL, YOUR APPLICATION MIGHT BE GLANCED AT AND THEN THROWN TO THE SIDE AND FORGOTTEN.

2. ANOTHER IMPORTANT POINT IS HOW NEAT AND ACCURATE YOU ARE. SURELY A MESSY, INACCURATE APPLICATION TELLS THE EMPLOYER THAT YOU REALLY AREN'T INTERESTED IN OBTAINING THE JOB, DO NOT CARE ABOUT IMPRESSING THE EMPLOYER AND INDICATES VERY STRONGLY THAT YOU ARE OR WILL BE THIS KIND OF WORKER ON A JOB. WOULD YOU AS THE EMPLOYER WANT SOMEONE TO WORK FOR YOU THAT DIDN'T CARE ABOUT DOING A JOB IN THE BEST MANNER POSSIBLE?

3. HAVE YOU EVER WORKED AT A JOB AND BEGAN PERFORMING THE WORK BEFORE YOU LISTENED FULLY TO DIRECTIONS AND INSTRUCTIONS AND THEN "GOOFED" AND FOUND THAT THE WORK PERFORMED WAS WRONG? THE APPLICATION FORM ALSO TESTS YOUR ABILITY TO CARRY OUT INSTRUCTIONS. ALWAYS LOOK THE TOTAL APPLICATION OVER CAREFULLY AND THEN READ CAREFULLY THE INSTRUCTIONS FOUND ON THE APPLICATION FORM BEFORE WRITING OR PRINTING ONE WORD. FOLLOWING INSTRUCTIONS CAREFULLY ON THE JOB MAY HELP YOU KEEP THAT JOB, HOWEVER, NOT CARRYING OUT INSTRUCTIONS ON THE APPLICATION FORM MAY CAUSE YOU TO LOSE THE JOB BEFORE YOU ARE INTERVIEWED.

WHAT ARE SOME HINTS THAT WILL HELP YOU COMPLETE THE APPLICATION CORRECTLY?

HINTS TO DO THE TASK WELL

THERE ARE SOME VERY IMPORTANT FACTS AND/OR RULES THAT ARE OF THE UTMOST IMPORTANCE IN DOING A GOOD, COMMENDABLE JOB IN FILLING OUT AN APPLICATION FORM. LOOK THEM OVER CAREFULLY AND REMEMBER THEM WHEN COMPLETING AN APPLICATION FORM.

1. ALWAYS FILL OUT THE APPLICATION FORM WITH BLUE OR BLACK INK. THERE ARE A COUPLE OF GOOD REASONS WHY THE EMPLOYER DESIRES TO HAVE THE APPLICATION COMPLETED IN INK. ONE, INK WILL NOT FADE OR SMEAR AS EASILY AS LEAD PENCIL. SECOND, INK WILL NOT REFLECT LIGHT. FOR EXAMPLE, TRY READING SEVERAL PAGES OF MATERIAL WRITTEN WITH LEAD PENCIL. YOU WILL FIND THE PAGES OF MATERIAL WRITTEN IN INK EASIER ON THE EYES.

2. IF YOU CAN TYPE AND A TYPEWRITER IS AVAILABLE, USE IT.

3. PAY ATTENTION - PRINT OR WRITE.

4. FOLLOW INSTRUCTIONS AND BE CONSISTENT.

   MANY PEOPLE BEGIN FILLING OUT AN APPLICATION THINKING THAT ALL INSTRUCTIONS ARE THE SAME ON ALL APPLICATION FORMS. READ THE INSTRUCTIONS. ALSO, MANY PEOPLE BEGIN PRINTING AND A FEW QUESTIONS LATER THEY ARE WRITING OR VICE VERSA. BE CONSISTENT.

5. ANSWER ALL QUESTIONS HONESTLY AND COMPLETELY.

6. ANSWER IN FULL ALL QUESTIONS THAT APPLY TO YOU.

7. DO NOT LEAVE BLANK SPACES.

   IF A QUESTION DOES NOT APPLY TO YOU ALWAYS ANSWER IT WITH "NONE," "NO," OR "DRAW A LINE THROUGH THE SPACE." THIS INDICATES TO THE EMPLOYER THAT YOU HAVE NOT OVERLOOKED IT.

8. YOUR ADDRESS MEANS ALL OF YOUR ADDRESS. THE ZONE NUMBER AND/OR ZIP CODE ARE PART OF YOUR ADDRESS.

9. REFERENCES

   ALL APPLICATION FORMS WILL ASK FOR REFERENCES. YOU SHOULD HAVE THREE TO FIVE GOOD REFERENCES. A REFERENCE IS THE NAME OF A PERSON THAT IS ABLE AND CAN GIVE AN OBJECTIVE WRITTEN AND/OR VERBAL TESTIMONIAL OF YOU REGARDING YOUR PERSONAL BACKGROUND, EDUCATION, EXPERIENCE, TRAINING, CHARACTER AND/OR ABILITIES THAT YOU POSSESS. BE SURE TO CHOOSE A REFERENCE THAT WILL SPEAK WELL OF YOU. IT WOULD BE GOOD TO ASK A PERSON PERMISSION TO USE HIS NAME AS A REFERENCE. YOU WOULD HINDER YOUR CHANCES OF GETTING THAT JOB IF YOU PICKED A REFERENCE THAT PLAYED ON YOUR WEAK POINTS RATHER THAN YOUR STRONG POINTS.

WHO MIGHT YOU USE AS A REFERENCE?

THIS COULD BE A FORMER EMPLOYER WHO LIKED YOUR WORK, A PASTOR OR MINISTER OF YOUR CHURCH, A TEACHER, PRINCIPAL OR COUNSELOR THAT KNOWS YOU VERY WELL, A FRIEND OF YOUR PARENTS WHO IS WORKING, A PERSON ENGAGED IN PROFESSIONAL WORK SUCH AS A DENTIST, A LAWYER OR A DOCTOR, OR A PERSON THAT OWNS HIS OWN BUSINESS.

REFERENCES NOT ACCEPTED

REFERENCES THAT ARE NOT ACCEPTED, ARE RELATIVES, MEMBERS OF YOUR OWN FAMILY AND FRIENDS YOUR OWN AGE WHO HAVE WORKED VERY LITTLE. IT IS FELT THAT SOME FRIENDS YOUR OWN AGE, IF YOUNG, HAVE NOT, FOR THE MOST PART, ESTABLISHED THEMSELVES IN THE WORLD OF WORK. AND RELATIVES AND MEMBERS OF YOUR FAMILY MIGHT GIVE A SLANTED OPINION. WHEN GIVING A REFERENCE ON THE APPLICATION FORM YOU SHOULD GIVE HIS FULL NAME, HIS FULL ADDRESS, HIS PHONE NUMBER, HIS OCCUPATION AND HIS POSITION.

10. "MARITAL STATUS"

BE CAREFUL TO ANSWER THIS CORRECTLY. IT CAN BE ANSWERED WITH ONE OF FIVE ANSWERS - "SINGLE," "MARRIED," "SEPARATED," "DIVORCED," OR "WIDOWED." IF YOU HAVE BEEN MARRIED AND YOUR WIFE HAS DIED YOU ARE A "WIDOWER." IF YOU HAVE BEEN MARRIED BUT NOT LIVING TOGETHER THEN YOU ARE CONSIDERED "SEPARATED". IF YOU ARE A BACHELOR, YOU ARE STILL "SINGLE" AND "SINGLE" WOULD BE APPROPRIATE ANSWER. AN APPLICATION FORM MIGHT ALSO ASK YOU IF YOU ARE MARRIED, ENGAGED OR DATE OF MARRIAGE AND/ OR DIVORCE.

11. SPELLING IS ALSO VERY IMPORTANT ON THE APPLICATION FORM.

WOULD YOU AS AN EMPLOYER BE ENTHUSIASTICALLY READY TO HIRE SOMEONE IF THEY HAVE APPLIED FOR A SPECIFIC JOB SUCH AS A MECHANIC, TYPIST, ELECTRONIC TECHNICIAN, MACHINIST OR SERVICE STATION WORKER AND THE NAME WAS SPELLED WRONG? BE CAREFUL OF YOUR SPELLING. LEARN TO SPELL THE WORDS USED IN YOUR FIELD OF WORK.

12. THE APPLICATION FORM CAN USUALLY BE DIVIDED INTO FIVE MAJOR PARTS -

"PERSONAL DATA," "EDUCATION," " PAST WORK EXPERIENCE," "MILITARY," AND "REFERENCES." GET TO KNOW THE INFORMATION, COMPILE IF AND HAVE IT READILY AVAILABLE WHEN NEEDED.

13. SALARY -

MOST APPLICATION FORMS WILL ASK IN SOME FASHION THE SALARY YOU EXPECT TO RECEIVE. IT IS USUALLY BEST TO ANSWER THIS QUESTION WITH THE FOLLOWING ANSWER "OPEN." BY PUTTING A SALARY FIGURE DOWN, YOU LIMIT YOUR CHANCE OF POSSIBLY GAINING A HIGHER SALARY. IT IS ALWAYS BEST TO TALK SALARY FACE TO FACE WITH YOUR PROSPECTIVE EMPLOYER.

14. BECOME FAMILIAR WITH VARIOUS KINDS OF APPLICATION FORMS.

THE RIGHT KIND OF PRACTICE MAKES THE DIFFERENCE. PRETEND FOR EACH FORM YOU COMPLETE THAT YOU ARE APPLYING FOR A JOB. TRY TO MAKE A GOOD IMPRESSION BY YOUR NEATNESS AND ACCURACY AND LEGIBLE PENMANSHIP.

IS-16-8

COMPLETING JOB APPLICATIONS FORMS

ALMOST ALL COMPANIES HAVE APPLICATION FORMS THAT MUST BE COMPLETED BEFORE AN OFFER OF EMPLOYMENT IS GIVEN TO A PERSON.....HERE ARE SOME SUGGESTIONS FOR COMPLETING APPLICATION FORMS:

1. READ THE DIRECTIONS AND EACH ITEM CAREFULLY SO THAT YOU CAN GIVE THE EXACT INFORMATION WANTED.
2. BE SURE TO COMPLETE EVERY ITEM. THE COMPANY CONSIDERS EACH ITEM IMPORTANT OR IT WOULD NOT BE ON TEH APPLICATION. IF, FOR SOME REASON, AN ITEM DOES NOT APPLY TO YOU, PLACE "NA" (NOT APPLICABLE) IN IT AND TELL WHY IT DOES NOT APPLY.
3. BE PREPARED TO GIVE YOUR SOCIAL SECURITY NUMBER AND IF YOU ARE A MALE, YOUR SELECTIVE SERVICE NUMBER.
4. BE ABLE TO LIST THE SCHOOLS YOU HAVE ATTENDED (STARTING WITH ELEMENTARY) AND THE DATES OF ATTENDANCE.
5. BE PREPARED TO TRACE YOUR EMPLOYMENT RECORD, INCLUDING BEGINNING AND ENDING DATES, NAMES OF EMPLOYERS, LOCATION, POSITIONS HELD, AND SALARY.
6. BE PREPARED TO LIST AT LEAST THREE PEOPLE (BESIDES EMPLOYERS) WHO WILL GIVE CHARACTER REFERENCES; KNOW THEIR ADDRESSES AND TELEPHONE NUMBERS.
7. COMPLETE THE FORM AS NEATLY AS POSSIBLE.

THE APPLICATION FORM IS USED BY EMPLOYERS AND PERSONNEL OFFICERS TO OBTAIN INFORMATION ABOUT YOU. THIS INFORMATION IS THEN USED TO JUDGE WHETHER THEY WANT TO INTERVIEW YOU OR TO CONSIDER YOU AS A POSSIBLE EMPLOYEE.

Complete the attached application for employment.

AS-16-8

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McDONALD'S

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

SOCIAL SECURITY NUMBER

NAME — LAST — FIRST — MIDDLE

AGE

PRESENT ADDRESS — NO & STREET — CITY — STATE

HOW LONG THERE?

PREVIOUS ADDRESS — NO & STREET — CITY — STATE

HOW LONG THERE?

PHONE NO — OWN HOME — RENT — BOARD — DATE OF BIRTH — HEIGHT

WEIGHT — MARRIED — SINGLE — WIDOWED — DIVORCED — SEPARATED — CITIZEN OF U S A?

NO OF CHILDREN — DEPENDENTS OTHER THAN WIFE OR CHILDREN — REFERRED BY

EDUCATION

NAME AND ADDRESS OF LAST SCHOOL ATTENDED — DATES

CIRCLE LAST YEAR COMPLETED — GRADE 5 6 7 8 — HIGH SCHOOL 1 2 3 4 — OTHER 1 2 3 4

SPECIAL TRAINING AND SKILLS

MILITARY

BRANCH — FROM — TO — RANK — TYPE DISCHARGE — DRAFT CLASS

FORMER EMPLOYERS

LIST BELOW LAST FOUR EMPLOYERS STARTING WITH LAST ONE FIRST

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

EVER DISCHARGED FROM A JOB? — MAY WE CALL PRESENT EMPLOYER? — EVER BONDED?

EVER REFUSED BOND? — EVER APPLY OR WORK AT McDONALD'S BEFORE? — WHERE? — WHEN?

EVER ARRESTED? — IF SO, PLEASE EXPLAIN

DO YOU HAVE ANY OVERDUE BILLS? — IF SO, PLEASE EXPLAIN

PHYSICAL RECORD

HAVE YOU ANY DEFECTS IN HEARING? — IN VISION? — IN SPEECH?

ANY OTHER PHYSICAL DEFECTS?

WERE YOU EVER INJURED? — GIVE DETAILS

IN CASE OF EMERGENCY NOTIFY — NAME — ADDRESS — PHONE NO

AS-16-9

APPLICATION FOR EMPLOYMENT

RSONAL INFORMATION

DATE ______ SOCIAL SECURITY NUMBER ______

NAME ______ (LAST) ______ (FIRST) ______ (MIDDLE) AGE ______ SEX ______

RESENT ADDRESS ______ (STREET) ______ (CITY) ______ (STATE) ______ (ZIP)

ERMANENT ADDRESS ______ (STREET) ______ (CITY) ______ (STATE) ______ (ZIP)

HONE NO. ______ OWN HOME ______ RENT ______ BOARD ______

ATE OF BIRTH ______ HEIGHT ______ WEIGHT ______ COLOR OF HAIR ______ COLOR OF EYES ______

MARRIED ______ SINGLE ______ WIDOWED ______ DIVORCED ______ SEPARATED ______

NUMBER OF CHILDREN ______ DEPENDENTS OTHER THAN WIFE OR CHILDREN ______ CITIZEN OF U. S. A. YES ○ NO ○

AVE YOU EVER BEEN ARRESTED? YES ☐ NO ☐ IF YES EXPLAIN ______

F RELATED TO ANYONE IN OUR EMPLOY, TATE NAME AND DEPARTMENT ______ REFERRED BY ______

EMPLOYMENT DESIRED

OSITION ______ DATE YOU CAN START ______ SALARY DESIRED ______

'E YOU EMPLOYED NOW? ______ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER ______

EVER APPLIED TO THIS COMPANY BEFORE? ______ WHERE ______ WHEN ______

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH AND DEVELOPMENT WORK ______

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? ______ READ ______ WRITE ______

MILITARY OR AL SERVICE ______ RANK ______ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES ______

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.)

EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS ______

LAST

FIRST

MIDDLE

(CONTINUED ON OTHER SIDE)

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AS-16-9 (CON'T)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS OR OCCUPATION	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT POSITION WILL REPORT SALARY WAGES

APPROVED 1 2 3

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

AS-16-9 (CON'T)

FERENCES GIVE BELOW THE NAMES OF [illegible] NOT RELATIVES AND FORMER EMPLOYERS, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED

PLICANT'S AVAILABILITY MON TUES WED THURS FRI SAT SUN HOURS ON OTHER JOB IF APPLICABLE

PART TIME ☐ DAY

FULL TIME ☐ NITE

A CONDITION OF MY APPLICATION AND OR EMPLOYMENT, I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS [illegible] I AGREE TO FOLLOW THE RULES AND REGULATIONS OF HEALTH AND LEGAL AUTHORITIES AND SUCH RULES AND REGULATIONS THAT McDONALD'S SYSTEM, INC. OR ANY OF ITS LICENSEES MAY [illegible] TO TIME PRESCRIBE, INCLUDING (IF NOT PROHIBITED BY LAW) LIE DETECTOR TESTS. MY FAILURE TO COOPERATE WILL BE JUST CAUSE FOR DISMISSAL.

TE SIGNATURE

DO NOT WRITE BELOW THIS LINE

PLOYEE RECORD

W HIRE ☐ REHIRE ☐ WILL REPORT HIRED BY

(SIGNATURE – POSITION)

REHIRE GIVE DATE OF LAST TERMINATION

MARKS

RATE CHANGES

DATE	NEW RATE
	$

RMINATION

TE QUIT ☐ REASON MIL TRANSFER ☐ FAMILY RELOCATION ☐ DISSAT ☐ RETURN SCHOOL ☐ OTHER ☐

PERFORMANCE SUMMARY

	EXC	GOOD	FAIR	POOR
TTENDANCE				
APTABILITY				
ALITY OF WORK				
INESS				
ITIATIVE				
PEARANCE				

ADEQUATE NOTICE GIVEN? YES ☐ NO ☐

DISCHARGED ☐ ELIGIBLE FOR REHIRE? YES ☐ NO ☐

LEAVE OF ABSENCE ☐ LAYOFF ☐ ([illegible])

MARKS (EXPLAIN TERMINATION FULLY)

Microfilmed From
Best Available Copy

SIGNATURE – POSITION

Lesson Plan # 17

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title INTERVIEWING FOR A JOB

Technical Information Lesson ____ General/Guidance Information Lesson X
OR
Job Skill Demonstration Lesson ____

LESSON TITLE

Lesson Objective - Upon Completion of This Lesson the Student Should Be Able To:

THE STUDENTS SHOULD BE ABLE TO:

1. EXPLAIN THE MAIN PURPOSE OF AN INTERVIEW.
2. LIST THREE (3) ITEMS NEEDED TO PREPARE FOR AN INTERVIEW.
3. LIST FIVE (5) ITEMS EMPLOYERS LOOK FOR DURING AN INTERVIEW.

Teaching Aids:

1. FILMSTRIP "GETTING A JOB IS A JOB", 16 MM FILM DUBBIE-DASH PRODUCTIONS, 4949 HOLLYWOOD BLVD. (SUITE 208) HOLLYWOOD, CALIFORNIA 90027
2. "APPLYING FOR A JOB" - 16 MM FILM NATIONAL AUDIO-VISUAL CENTER WASHINGTON, D. C.
3. "YOUR JOB: FITTING IN" - 16 MM FILM CORONET INSTRUCTION FILMS 65 E. SOUTH WATER ST. CHICAGO, ILLINOIS 60601

Informational Assignment:

READ INFORMATION SHEETS:

IS-17-1 "HOW TO DO IT" INTERVIEW
IS-17-2 PURPOSE OF JOB INTERVIEW
IS-17-3 "HOW NOT TO DO IT" INTERVIEW
IS-17-4 BE PREPARED
IS-17-5 WHAT EMPLOYERS LOOK FOR DURING INTERVIEW

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEET:

AS-17-1 QUESTIONS ON A PROSPECTIVE INTERVIEW
AS-17-2 PURPOSES OF A JOB INTERVIEW
AS-17-3 DO'S AND DON'TS FOR A JOB INTERVIEW
AS-17-4 BE PREPARED
AS-17-5 WHY PEOPLE ARE OR AREN'T HIRED
AS-17-6 EVALUATION OF ROLE-PLAYING INTERVIEW
AS-17-7 INTERVIEWING APPLICANTS.
AS-17-8 PREPARING FOR AN INTERVIEW

References:

1. CAREER EXPLORATION AND PLANNING. BRUCE SHERTZER, HOUGHTON-MIFFLIN CO. BOSTON, MASS.; 1973
2. "GETTING A JOB IS A JOB"- 16MM FILM, DUBIE-DASH PRODUCTIONS 4949 HOLLYWOOD BLVD. (SUITE 208), HOLLYWOOD, CALIFORNIA 90027
3. "OCCUPATIONAL ESSENTIALS", DAVID J. RICHTER, H.C. JOHNSON PRESS, INC., VOCATIONAL EDUCATION DIVISION, P.O. BOX 4156-1800 BROADWAY, ROCKFORD, ILLINOIS 61110
4. "APPLYING FOR A JOB" - 16 MM FILM NATIONAL AUDIO-VISUAL CENTER, WASHINGTON, D.C.
5. SUCCEEDING IN THE WORLD OF WORK. MC KNIGHT PUBLISHING CO. BLOOMING, ILLINOIS 2ND EDITION; 1975
6. "YOUR JOB: FITTING IN" - 16 MM FILM CORONET INSTRUCTION FILMS 65 E. SOUTH WATER ST. CHICAGO, ILLINOIS 60601

Step 1 - Introduction for Preparation of the Student:

THE INTERVIEW LARGELY DETERMINES WHETHER OR NOT THE APPLICANT WILL GET THE JOB. WE SHOULD REALIZE THIS AND UNDERSTAND WHY PERSONAL DEVELOPMENT PLAYS A LARGE PART IN THE INTERVIEW.

Lesson Plan # 17

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title INTERVIEWING FOR A JOB

STEP 2 - Presentation Outline:

I. THE PURPOSE OF AN INTERVIEW

   A. VIEWING FILM WILL HELP YOU UNDERSTAND THE PURPOSE OF AN INTERVIEW

      1. IT GIVES YOUR EMPLOYER INFORMATION ABOUT YOU.

      2. IT HELPS YOU LEARN MORE ABOUT THE JOB AND WORKING CONDITIONS.

II. HOW TO PREPARE BEFORE YOU GO TO THE INTERVIEWS

   A. BE AWARE OF YOUR APPEARANCE.

      1. DRESS NEATLY AND CONSERVATIVELY.

   B. GET TO THE INTERVIEW ON TIME.

      1. PUNCTUALITY IS VERY IMPORTANT.

   C. THINK OF QUESTIONS YOU MAY WANT TO ASK ABOUT THE JOB. (AS- -1, PART A)

      1. THE SPECIFIC DUTIES OF THE JOB.

      2. SPECIAL ABILITIES OR CHARACTERISTICS ARE REQUIRED FOR THE JOB

      3. THE PAY RANGE OR SCALE.

      4. THE FRINGE BENEFITS.

      5. THE OPPORTUNITIES FOR ADVANCEMENT.

      6. NOTIFICATION OF EMPLOYMENT.

   D. BE COURTEOUS.

      1. ONCE THE INTERVIEW IS COMPLETE, ASK YOUR QUESTIONS AND LEAVE.

   E. TAKE NOTES IF YOU WISH

   F. THANK THE PERSON FOR THE INTERVIEW.

      1. IF NO MENTION IS MADE OF LETTING YOU KNOW IF YOU ARE HIRED:

A. ASK WHEN YOU MAY BE EXPECTED TO HEAR FROM THE EMPLOYER.

III. THINK OF QUESTIONS YOUR PROSPECTIVE EMPLOYER MAY WANT TO ASK YOU.

A. PERSONAL INTERESTS AND ACTIVITIES

1. CLUB MEMBERSHIP

2. HOBBIES, ETC.

B. PAST WORK EXPERIENCE

1. SUMMER JOB

2. WORK STUDY JOB, ETC.

C. GRADES

D. THE TIME YOU CAN START TO WORK

1. RIGHT AWAY

2. BEGINNING OF NEXT WEEK, NEXT MONTH, ETC.

E. LONG-RANGE PLANS

1. FROM ONE YEAR TO 10 YEARS OR MORE.

2. GEOGRAPHICAL LOCATION

3. OCCUPATION

4. FAMILY

F. THE EMPLOYER WILL ALSO OBSERVE:

1. YOUR APPEARANCE

2. YOUR PERSONALITY

3. YOUR INTEREST IN THE JOB.

(AS-17-1, PART B)

IV. GUIDE STUDENTS THROUGH "HOW TO DO IT INTERVIEW" (IS-17-1)

V. PURPOSE OF JOB INTERVIEW

A. THE PURPOSE OF ANY INTERVIEW IS TO GIVE THE INTERVIEWER AN OPPORTUNITY TO LEARN SOMETHING ABOUT:

1. YOUR PERSONALITY.
    A. HOW YOU LOOK.
    B. HOW YOU FEEL.
    C. WHAT YOU SAY.
    D. WHAT YOU DO.

2. YOUR EDUCATION AND TRAINING

3. YOUR WORK EXPERIENCE

4. REFERENCES YOU CAN GIVE
    (AS-17-2), (IS-17-2)

VI. GUIDE STUDENTS THROUGH: "HOW NOT TO DO IT INTERVIEW". (IS-17-3), (AS-17-3)

VII. WHAT EMPLOYERS LOOK FOR DURING INTERVIEW

A. PERSONAL INTERESTS AND ACTIVITIES

1. HOBBIES

2. RECREATIONAL AND CULTURAL INTERESTS

3. PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES

4. INTEREST OR ACTIVE PARTICIPATION IN COMMUNITY AFFAIRS

5. AWARENESS OF PRESENT DAY (NEWS) HAPPENINGS

B. PERSONAL SELF-EXPRESSION

1. ABLE TO THINK AND SPEAK CLEARLY

2. EXPRESSION OF CONFIDENCE IN SPEECH.

3. A GOOD SPEAKING VOICE USING GOOD GRAMMER AND GOOD DICTION

4. ASK INTELLIGENT QUESTIONS ABOUT THE PROSPECTIVE COMPANY AND PROSPECTIVE JOB.

5. RESPONDS WITH INTEREST TO QUESTIONS ASKED

6. SENSE OF MATURE CAREER PLANNING

    A. KNOWLEDGE OF GOALS

    B. KNOWLEDGE OF PLANS

    C. KNOWLEDGE OF AMBITIONS, ETC.

7. SENSE OF PREPARATION

    A. KNOWING WHAT YOU WANT TO SAY AND HAVE SOME KNOWLEDGE ABOUT THE COMPANY.

C. MANNERS, PERSONALITY AND CHARACTER TRAITS

1. MATURE
2. FRIENDLY
3. ABILITY TO LAUGH (SENSE OF HUMOR)
4. SINCERE
5. COURTEOUS, UNDERSTANDING AND TACTFUL
6. DISPLAY INITIATIVE, INTEREST, ENTHUSIASM AND CONFIDENCE
7. TOLERANT
8. POISE IN HANDLING YOURSELF
9. BEING FRANK AN HONEST
10. SELF-CONFIDENT AND AT EASE
11. ABILITY TO LISTEN
12. CREATIVE

D. PERSONAL APPEARANCE

1. GOOD HEALTH
2. CLEAN-CUT
3. WELL-GROOMED
4. PHYSICALLY ENTHUSIASTIC
5. APPROPRIATE CLOTHES

E. PAST WORK EXPERIENCE

1. PROMOTIONS
2. SALARY RAISES
3. PROGRESS DURING MILITARY SERVICE
4. REASON FOR LEAVING
   (IS-17-5), (AS-17-5), (AS-17-6)

IX. GUIDE STUDENTS THROUGH "INTERVIEWING APPLICANTS"
(AS-17-7)

X. GUIDE STUDENTS THROUGH "PREPARING FOR AN INTERVIEW"
(AS-17-8)

Lesson Plan # 17

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title INTERVIEWING FOR A JOB

STEP 3 - Classroom, Laboratory, Shop or Other Activities:

1. STUDENTS WILL WORK IN COMBINATION WITH SEVERAL OTHER STUDENTS AND SET UP A MOCK INTERVIEW.

STEP 4 - Lesson Summary and Review Items to be Used to Evaluate the Lesson Against the Lesson Objective.

1. THE MAIN PURPOSE OF AN INTERVIEW IS TO GIVE THE EMPLOYER INFORMATION ABOUT?

   ANSWER - YOU.

2. WHAT SHOULD YOU DO TO BE PREPARED BEFORE YOU GO TO AN INTERVIEW?

   ANSWER - 1) BE AWARE OF YOUR APPEARANCE
   2) BE ON TIME
   3) THINK OF QUESTIONS YOU MAY WANT TO ASK ABOUT THE JOB
   4) BE COURTEOUS

3. THE PURPOSE OF AN INTERVIEW IS TO GIVE THE INTERVIEWER TO LEARN SOMETHING ABOUT?

   ANSWER - 1) YOUR PERSONALITY
   2) YOUR EDUCATION
   3) YOUR WORK EXPERIENCE
   4) REFERENCES YOU CAN GIVE

Lesson Plan # 17

Course Title/No. PRE-VOCATIONAL CURRICULUM

Unit Title INTERVIEWING FOR A JOB

Unit Test Items Oral, Written, or Performance:

MULTIPLE CHOICE:

1. THE PURPOSE OF AN INTERVIEW IS TO:

   A. GIVE INFORMATION ABOUT YOU
   B. GIVE INFORMATION ABOUT THE JOB
   C. HELP YOU LEARN MORE ABOUT THE JOB
   D. GIVE INFORMATION ABOUT YOU, AND HELP YOU LEARN MORE ABOUT THE JOB

2. TO BE PREPARED FOR AN INTERVIEW, YOU SHOULD:

   A. BE AWARE OF YOUR APPEARANCE
   B. GET TO THE INTERVIEW ON TIME
   C. BE COURTEOUS
   D. ALL OF THE ABOVE

3. THE QUESTIONS YOUR PROSPECTIVE EMPLOYER MAY WANT TO ASK YOU ABOUT ARE:

   A. PERSONAL INTERESTS AND ACTIVITIES
   B. PAST WORK EXPERIENCE
   C. BOTH A AND B
   D. NONE OF THE ABOVE

4. THE PURPOSE OF ANY INTERVIEW IS TO GIVE THE INTERVIEWER AN OPPORTUNITY TO LEARN SOMETHING ABOUT:

   A. YOUR PERSONALITY
   B. YOUR EDUCATION AND TRAINING
   C. YOUR AGE
   D. YOUR PERSONALITY, EDUCATION, AND TRAINING

5. WHAT EMPLOYER LOOK FOR DURING INTERVIEW?

   A. PERSONAL INTERESTS AND ACTIVITIES
   B. NUMBER OF FAMILY MEMBERS
   C. MANNERS, PERSONALITY, COLOR OF EYES, AND CHARACTER TRAITS
   D. ONLY PERSONAL APPEARANCE

TRUE OF FALSE

1. IT IS NOT IMPORTANT TO BE PREPARED BEFORE YOU GO TO THE INTERVIEW

2. IT IS OF LITTLE VALUE TO GET TO THE INTERVIEW ON TIME

3. IT IS IMPORTANT TO BE COURTEOUS WHEN YOU GO TO THE INTERVIEW

4. IT IS HELPFUL TO THINK OF QUESTIONS YOUR PROSPECTIVE EMPLOYER MAY WANT TO ASK YOU

5. THE PROSPECTIVE EMPLOYER WILL NEVER ASK INTERVIEWER ABOUT PERSONAL INTERESTS, ACTIVITIES, PAST WORK EXPERIENCE, AND GRADES THEY MADE IN HIGHSCHOOL.

6. THE PURPOSE OF ANY INTERVIEW IS TO GIVE THE INTERVIEWER AN OPPORTUNITY TO LEARN SOMETHING ABOUT YOUR PERSONALITY, HOW YOU LOOK, HOW YOU FEEL, AND WHAT YOU SAY.

7. PERSONAL SELF EXPRESSION, PERSONAL INTERESTS AND ACTIVITIES, PERSONAL APPEARANCE, AND CHARACTER TRAITS ARE SOME OF THE THINGS EMPLOYERS LOOK FOR DURING AN INTERVIEW.

Lesson Plan # 17

Course Title PRE-VOCATIONAL CURRICULUM

Unit Title INTERVIEWING FOR A JOB

KEY FOR TEST:

MULTIPLE CHOICE

1. D
2. D
3. C
4. D
5. A

TRUE OR FALSE

1. F
2. F
3. T
4. T
5. F
6. T
7. T

"QUESTIONS ON A PROSPECTIVE INTERVIEW"

PART A

QUESTIONS YOU MAY WANT TO ASK YOUR PROSPECTIVE EMPLOYER:

PART B

QUESTIONS YOUR PROSPECTIVE EMPLOYER MAY WANT TO ASK YOU:

POSSIBLE SAMPLE QUESTIONS FOR AS- -1

PART A

QUESTIONS YOU MAY WANT TO ASK YOUR PROSPECTIVE EMPLOYER:

1. WHAT WILL BE THE SPECIFIC DUTIES OF THIS JOB?
2. WHAT SPECIAL ABILITIES OR CHARACTERISTICS ARE REQUIRED FOR THIS JOB?
3. WHAT IS THE PAY RANGE OR SCALE?
4. WHAT ARE THE FRINGE BENEFITS? (INSURANCE, VACATION,ETC.)
5. WHAT ARE THE OPPORTUNITIES FOR ADVANCEMENT?
6. HOW DO YOU NOTIFY ME OF EMPLOYMENT?

PART B

QUESTIONS YOUR PROSPECTIVE EMPLOYER MAY WANT TO ASK YOU:

1. WHAT ARE YOUR PERSONAL INTERESTS AND ACTIVITIES?
2. WHAT IS YOUR PAST WORK EXPERIENCE?
3. WHAT ARE YOUR GRADES?
4. WHEN CAN YOU START TO WORK?
5. WHAT ARE YOUR LONG-RANGE PLANS?

HE WILL ALSO OBSERVE YOUR APPEARANCE, PERSONALITY, AND INTEREST IN THE JOB.

IS-17-1

"HOW TO DO IT" INTERVIEW

JOHN THOMAS: "GOOD MORNING."

MR. DAVIS: "GOOD MORNING."

JOHN: "YOU'RE MR. DAVIS?"

DAVIS: "YES."

JOHN: "MY NAME IS JOHN THOMAS, AND I WOULD LIKE TO TALK WITH YOU ABOUT THE CIRCUIT OUTLAY POSITION."

DAVIS: "FINE, HAVE A SEAT, PLEASE."

JOHN: "THANK YOU. THE SECRETARY IN YOUR OUTER OFFICE ASKED ME TO HAND YOU THESE PAPERS."

DAVIS: "THANK YOU." (GOING THROUGH THE PAPERS.) "IT'S BEGINNING TO WARM UP OUT THERE, ISN'T IT?"

JOHN: "YES, IT IS. THE MORNING FORECAST SAID IT WOULD BE IN THE LOW 90'S BY NOON."

DAVIS: "WELL, THAT'S THE WAY IT IS HERE, SNOW AND COLD AND THEN IT'S SUMMER.

JOHN: "YES, SIR. I'VE LIVED HERE SINCE 1967."

DAVIS: "DID YOU DRIVE IN THIS MORNING?"

JOHN: "YES, I DROVE IN SHORTLY AFTER THE RUSH HOUR."

DAVIS: "DID YOU USE THE LINCOLN DRIVE?"

JOHN: "WELL, PARTWAY. I JOINED THE LINCOLN DRIVE AT CURVE EXCHANGE. THERE WERE A COUPLE OF ACCIDENTS. THE TRAFFIC MOVED RATHER SLOWLY."

DAVIS: "THAT'S QUITE AN EXPRESSWAY. IF IT GETS MORE COMPLICATED, I'LL NEED A RADAR FIX TO FIND MY WAY HOME. I LIVE IN DOVER."

JOHN: "YES, THAT IS SOME FREEWAY."

DAVIS: "ARE OUR BLUE DEVILS GOING TO WIN THE CHAMPIONSHIP THIS SUMMER?"

JOHN: "I SURE HOPE SO, THAT D. J. RICHARDS IS SOME BALLPLAYER."

DAVIS: "LET'S SEE NOW. WHAT IS IT YOU'RE INTERESTED IN?"

JOHN: "I'M INTERESTED IN THE CIRCUIT OUTLAY PRESSBOARD OPERATOR'S JOB THAT YOUR FIRM LISTED WITH THE EMPLOYMENT OFFICE. ARE THE PRESSBOARD MACHINES OPERATED WITH AN OVERHEAD DRILL PRESS?"

DAVIS: "YES, WE USE MASON PRESSES."

JOHN: "EXACTLY WHAT STAGES OF THE CIRCUIT OUTLAY SYSTEM IS THE OPERATOR RESPONSIBLE TO COMPLETE?"

DAVIS: "WELL, I'M NOT REALLY IN A POSITION TO OUTLINE TECHNICAL PROCEDURES. LET ME CALL THE SHOP FOREMAN AND HAVE HIM TALK WITH YOU." (TELEPHONE CONVERSATION.) JOHN, THE SHOP FOREMAN WILL BE UP IN ABOUT TWENTY MINUTES TO TALK WITH YOU."

JOHN: "FINE."

DAVIS: "ARE THERE OTHER QUESTIONS THAT YOU HAVE AT THIS TIME?"

JOHN: "YES, IS THE OPERATOR REQUIRED TO MAKE HIS OWN CHANGE-OVER ADJUSTMENTS?"

DAVIS: "HERE AGAIN, I WOULD PREFER THIS QUESTION BE ANSWERED BY OUR SHOP FOREMAN."

JOHN: "OK."

DAVIS: "WOULD YOU DESCRIBE YOUR EDUCATIONAL BACKGROUND?"

JOHN: "I GRADUATED FROM EAST HIGH SCHOOL IN 1962. I ATTENDED EVENING SCHOOL AT MORRIS TECHNICAL TRAINING SCHOOL FOR ONE YEAR STUDYING ELECTRONICS, AND I COMPLETED A 52 WEEK COURSE IN CIRCUIT OUTLAY WHILE IN THE NAVY."

DAVIS: "WHAT WORK EXPERIENCE HAVE YOU HAD?"

JOHN: "WHILE ATTENDING MORRIS, I WORKED AT THE EAST END ELECTRONIC SHOP. I CLEANED UP THE SHOP, KEPT THE PARTS IN STOCK AND RAN FOR PARTS." I HAVE A YEAR'S EXPERIENCE IN THE CIRCUIT OUTLAY."

DAVIS: "WHAT ARE YOUR IDEAS ON SALARY?"

JOHN: "I'M WILLING TO START AT THE BEGINNING SCALE. WHAT IS THE BEGINNING SCALE FOR THIS JOB?"

DAVIS: "THE STARTING WAGE IS $3.12 AN HOUR."

JOHN: IS THIS FOR DAY WORK?"

DAVIS: "YES."

JOHN: "WILL THERE BE A CHANCE TO WORK OVERTIME?"

DAVIS: "YES, THERE MAY BE SOME OVERTIME WORK. OVERTIME PAYS TIME AND A HALF AND NIGHT SHIFT PAYS $3.50." (PAUSE) "HOW SOON CAN YOU COME TO WORK?"

JOHN: "I'M READY TO GO TO WORK TODAY."

DAVIS: "MR. BURNSIDE, OUR SHOP FOREMAN, IS HERE TO SEE YOU NOW. AFTER YOU TALK WITH HIM, WOULD YOU COME IN AND WE'LL FILL OUT OTHER PAPERS."

JOHN: "FINE, THANK YOU MR. DAVIS."

PURPOSE OF JOB INTERVIEW

EVERY SUCCESSFUL JOB SEARCH REACHES ITS CLIMAX IN ONE TYPE OF ACTION - AN INTERVIEW WITH THE PROSPECTIVE EMPLOYER, OR A PERSONNEL DIRECTOR. IT IS TO MAKE BOTH THE EMPLOYEE AND THE EMPLOYER SEE THE REASONS WHY IT WILL BE TO THEIR MUTUAL ADVANTAGE TO WORK TOGETHER.

THE PURPOSE OF ANY INTERVIEW IS TO GIVE THE INTERVIEWER AN OPPORTUNITY TO LEARN SOMETHING ABOUT:

1. YOUR PERSONALITY.

YOUR PERSONALITY IS MADE UP OF TRAITS WHICH SET YOU APART AS AN INDIVIDUAL. WE ALL HAVE GOOD AND BAD TRAITS, BUT JUST AS NO TWO PEOPLE HAVE EXACTLY SIMILAR THUMBPRINTS, NO TWO PEOPLE POSSESS THE SAME PERSONALITY PATTERN. HOWEVER PERSONALITY TRAITS, UNLIKE THUMBPRINTS, ARE WITHIN YOUR OWN CONTROL AND UNDESIRABLE TRAITS CAN USUALLY BE CORRECTED AT WILL.

PERSONALITY CAN BE DIVIDED INTO FOUR AREA. EACH AREA PLAYS AN IMPORTANT ROLE IN DETERMINING YOUR PERSONALITY AND CAN MAKE THE DIFFERENCE BETWEEN A GOOD AND A BAD JOB INTERVIEW.

A. HOW YOU LOOK.

COMPANIES WILL RATE YOU ON YOUR PERSONAL APPEARANCE. WHAT IS IMPORTANT IS THE RIGHT SELECTION OF CLOTHES THAT FITS YOUR PERSONALITY, THE SEASON, THE KIND OF JOB APPLYING FOR, AND THE WAY YOU WEAR YOUR CLOTHES. NOT ONLY THE KIND OF CLOTHES YOU WEAR IS IMPORTANT, BUT ALSO YOUR GROOMING AND STATE OF HEALTH ARE ESSENTIAL FOR A GOOD APPEARANCE. THESE ARE USUALLY WITHIN THE REACH OF EVERYONE.

B. HOW YOU FEEL.

HOW YOU FEEL IS REFLECTED BY THE WAY YOU ACT, HOW AND WHAT YOU SAY, AND THE EXPRESSION ON YOUR FACE.

C. WHAT YOU SAY.

BE INTERESTED, EAGER AND PAY ATTENTION TO WHAT IS BEING SAID. A GOOD LISTENER IS ALWAYS WELCOME. THINK BEFORE YOU SPEAK AND HAVE SOMETHING TO SAY BEFORE YOU SAY IT. YOUR VOICE PLAYS AN IMPORTANT ROLE IN WHAT YOU SAY AND HOW YOU SAY IT. EMPLOYERS LIKE TO HEAR A GOOD TONE VOICE. PRACTICE VOICE CONTROL, GOOD DICTION AND USE CORRECT GRAMMAR.

D. WHAT YOU DO.

YOUR CONDUCT SHOWS WHAT KIND OF PERSON YOU ARE. YOUR MANNER, BEHAVIOR AND WHAT YOU DO REFLECTS YOUR PERSONALITY AS MUCH AS HOW YOU LOOK, FEEL AND TALK. WHAT YOU DO, YOUR BEHAVIOR IS DISPLAYED IN MANY PLACES WHETHER IT BE IN SPORTS, DRIVING AN AUTOMOBILE, OR WALKING DOWN THE STREET. ALL OF US SHOULD HAVE POISE, THE SURFACE TRAITS NOTICES BY PEOPLE. POISE ALSO MEANS EASE IN MEETING PEOPLE.

BE CONFIDENT, LOOK ALERT, PRACTICE GOOD POSTURE AND CONTROL YOUR EMOTIONS. ALL OF THESE WILL HELP YOUR PERSONALITY RATING AS AN EMPLOYEE.

2. YOUR EDUCATION AND TRAINING.
3. YOUR WORK EXPERIENCE.
4. REFERENCES YOU CAN GIVE.

AS-17-2

PURPOSES OF A JOB INTERVIEW

THE PURPOSE OF AN INTERVIEW IS TO GIVE THE INTERVIEWER AN OPPORTUNITY TO LEARN SOMETHING ABOUT YOU.

AFTER READING INFORMATION SHEET IS-17-1, LIST THE FOUR THINGS THAT AN INTERVIEWER WOULD WANT TO FIND OUT ABOUT YOU.

1. ____

____

____.

2. ____

____

____.

3. ____

____

____.

4. ____

____

____.

NOTE: ONCE YOU HAVE LISTED THE FOUR THINGS AN INTERVIEWER IS LOOKING FOR IN AN INTERVIEW, READ PURPOSE OF A JOB INTERVIEW (IS-17-2), TO CHECK YOUR ANSWERS.

KEY AS-172

THE FOUR THINGS THAT AN INTERVIEWER WANTS TO FIND OUT ABOUT YOU DURING AN INTERVIEW ARE:

1. YOUR PERSONALITY
2. YOUR EDUCATION AND TRAINING
3. YOUR WORK EXPERIENCE
4. YOUR REFERENCES YOU CAN GIVE

"HOW NOT TO DO IT" INTERVIEW

JOHN SMITH: "YOU THE GUY THEY TOLD ME TO SEE ABOUT A JOB HERE?"

MR. DAVIS: "I DON'T KNOW IF I'M THE PERSON YOU ARE SUPPOSED TO SEE OR NOT, BUT MY NAME IS JOHN DAVIS. MAY I HELP YOU?"

JOHN: "YEAH, HERE ARE SOME PAPERS THEY TOLD ME TO GIVE YOU."

DAVIS: (GOING THROUGH THE PAPERS.) "IT'S BEGINNING TO GET WARM OUT THERE, ISN'T IT?"

JOHN: "YEAH."

DAVIS: "I SEE YOU'RE FROM WEST-TOWN."

JOHN: (NO RESPONSE.)

DAVIS: "DID YOU DRIVE IN THIS MORNING?"

JOHN: "HUH? YEAH."

DAVIS: "DID YOU USE THE LINCOLN DRIVE?"

JOHN: "HUH?"

DAVIS: "I SAID, DID YOU DRIVE IN ON THE SOUTH EXPRESSWAY?"

JOHN: "OH, YEAH."

DAVIS: "THAT'S QUITE AN EXPRESSWAY. IF IT GETS MORE COMPLICATED, I'LL NEED A RADAR FIX TO FIND MY WAY HOME. I LIVE IN DOVER."

JOHN: (NO RESPONSE.)

DAVIS: "ARE OUR BLUE DEVILS GOING TO WIN THE CHAMPOINSHIP THIS SUMMER?"

JOHN" "I DON'T KNOW."

DAVIS: "LET'S SEE, YOUR NAME IS JOHN SMITH? WELL, JOHN, JUST WHAT KIND OF JOB ARE YOU INTERESTED IN?"

JOHN: "WELL, I DON'T KNOW, AH, AH, SOMETHING HERE IN THE PLANT. WHAT DO YOU HAVE?"

DAVIS: "AS YOU KNOW OUR COMPANY IS LARGE AND OPERATES IN A WIDE RANGE OF FIELDS. I ASSUME YOU ARE FAMILIAR TO SOME DEGREE WITH OUR COMPANY? IN WHAT AREA DO YOU HAVE SPECIFIC TRAINING?"

JOHN: "AH, WELL, I DON'T KNOW EXACTLY, BUT I'VE DONE SEVERAL THINGS. AH, I JUST WANT A JOB, JUST SOMETHING I CAN MAKE PRETTY GOOD MONEY AT OR SOMETHING TO SET STARTED ON. I'LL TAKE ANY JOB. I'M WILLING TO, YOU KNOW, TRY ANYTHING AS LONG AS I CAN DO IT. THEY TOLD ME YOU WERE HIRING AND I THOUGHT I'D SEE WHAT YOU HAD - THOUGHT MAYBE I COULD GET A JOB."

DAVIS: "YES, WELL, I NEED TO KNOW SOMETHING ABOUT YOUR EXPERIENCE AND INTEREST."

JOHN: "YOU HIRED A FRIEND OF MINE, AND HE LIVES OUT THERE WITH ME, AND WE WENT TO SCHOOL TOGETHER?

DAVIS: "CAN YOU TELL ME WHAT WORK EXPERIENCE YOU'VE HAD?"

JOHN: "I WAS IN THE NAVY, THE UNITED STATES NAVY, AND THEY TOLD ME WHAT I DID WOULD GET ME A JOB WHEN I GOT OUT, BUT BEFORE, I WORKED AT A STEEL PLANT. THAT WAS ONE SUMMER, AND I QUIT THAT OR THEY CUT BACK AND LAID SOME OF US OFF, IT WAS SUMMER WORK ANYWAY, JUST FOR THE SUMMER. AND, AH, AFTER THAT, I WENT TO THE NAVY - AH, NO, BEFORE THAT OR BEFORE I WENT IN, I GOT A PART-TIME JOB AT ONE OF THE STORES IN, AH, OH, OUT IN THAT PLACE NEAR THE AIRPORT."

DAVIS: "COUNTRY TOWN?"

JOHN: "YEAH, NO, IT WAS OUT THERE, AH, AH."

DAVIS: "LAMBERT?"

JOHN: "YEAH, I THINK SO. I FORGET WHAT THE NAME OF THE PLACE WAS. IT WAS RIGHT NEXT TO THAT NEW STORE OUT THERE."

DAVIS: "I SEE, WOULD YOU DESCRIBE YOUR EDUCATIONAL BACKGROUND?"

JOHN: "I TOOK A COURSE IN THE NAVY WHEN I WAS IN FLORIDA, AND I PUT - AH, YOU KNOW - THESE THINGS ON A BOARD IN A CERTAIN ORDER, IT WAS ONE OF THESE, AH, WIRING COURSES."

DAVIS: "ELECTRONICS?"

JOHN: "NO."

DAVIS: "HIGH SCHOOL?"

JOHN: "NO."

DAVIS: "YOU HAVEN'T ANY?"

JOHN: "NO."

DAVIS: "NOT ANY?"

JOHN: "NO."

DAVIS: "ELEMENTARY SCHOOL?"

JOHN: "YEAH."

DAVIS: "HOW MUCH?"

JOHN: "YOU MEAN YEARS?"

DAVIS: "YES."

JOHN: "AH, EIGHT, YEAH, EIGHT YEARS."

DAVIS: "DID YOU GRADUATE?"
D
JOHN: "FROM ELEMENTARY SCHOOL?"

DAVIS: "YES."

JOHN: "YEAH." (PAUSE) "AH, WHAT DOES THIS JOB PAY?"

DAVIS: "THE SALARY VARIES DEPENDING ON EXPERIENCE, EDUCATION AND TRAINING. WELL, WHY DON'T I KEEP YOUR APPLICATION HERE AND IF ANYTHING COMES UP, WE'LL CALL YOU."

JOHN: "AH, YEAH, OK."

DO'S AND DON'TS FOR A JOB INTERVIEW

AFTER READING INFORMATION SHEET A-1 AND B, COMPLETE THE BLANKS BY EITHER ADDING A DO OR A DON'T BEFORE THE SENTENCE.

1. ______SMILE OR AT LEAST LOOK PLEASANT.
2. ______SHOW YOUR EAGERNESS BY YOUR WALK.
3. ______TAKE ANYONE WITH YOU.
4. ______SIT UNTIL YOU HAVE BEEN INVITED TO DO SO.
5. ______EMPHASIZE YOUR NEED FOR A JOB.
6. ______CALL YOURSELF "MR." OR "MISS."
7. ______BE OVERLY FRIENDLY.
8. ______SELL QUALIFICATIONS RATHER THAN NEED FOR JOB.
9. ______LOOK AT THE INTERVIEWER WHILE HE QUESTIONS YOU.
10. ______STRESS YOUR INTEREST IN YOUR WORK.
11. ______CRITIZE FORMER EMPLOYERS OR WORKERS.
12. ______ANSWER QUESTIONS DIRECTLY AND TRUTHFULLY.
13. ______ASK ABOUT SALARY, WORKING HOURS, OR VACATION POLICIES IMMEDIATELY.
14. ______DRESS APPROPRIATELY FOR THE JOB INTERVIEW.
15. ______THANK HIM WHEN THE INTERVIEW IS OVER.

1. DO
2. DO
3. DON'T
4. DON'T
5. DON'T
6. DON'T
7. DON'T
8. DO
9. DO
10. DO
11. DON'T
12. DO
13. DON'T
14. DO
15. DO

BE PREPARED

IT TAKES A LITTLE TIME AND EFFORT TO PREPARE FULLY FOR A JOB INTERVIEW. GOING INTO AN INTERVIEW UNPREPARED MAY CAUSE YOU TO LOSE THAT JOB.

WHAT DO YOU NEED TO BE FULLY PREPARED FOR THAT JOB INTERVIEW? FOLLOWING BELOW ARE EIGHT MAJOR AREAS YOU WILL HAVE TO KNOW, TO DO, AND TO CONSIDER IN PREPARING FOR THE INTERVIEW TO BE READY TO IMPRESS THAT EMPLOYER.

1. LEARN ALL YOU CAN ABOUT THE COMPANY.

   A. DIFFERENT PRODUCTS OR SERVICES OFFERED
   B. KINDS OF JOBS AVAILABLE
   C. HIRING POLICIES AND PRACTICES
   D. IS IT A STABLE COMPANY
   E. SALARY SCALE FOR THE JOB YOU ARE SEEKING
   F. ATTEMPT TO FIND OUT INTERVIEWER'S OR PERSONNEL MANAGER'S NAME

2. GATHER TOGETHER, ASSEMBLE AND HAVE ALL NECESSARY PAPERS ARRANGED.

   A. PERSONAL DATA SHEET
   B. WORK RECORDS
   C. SCHOOL RECORDS
   D. REFERENCES (WHO KNOW YOUR WORK AND CHARACTER)
   E. SOCIAL SECURITY CARD
   F. SPECIAL TRAINING CERTIFICATES
   G. OTHER NECESSARY PAPERS

3. KNOW WHAT YOU HAVE TO OFFER.

   A. TRAINING YOU HAVE HAD
   B. WHAT YOU HAVE DONE (CASUAL, ETC.)
   C. WHAT YOU CAN DO
   D. WHAT KIND OF JOB YOU WANT

4. KNOW WHY YOU WANT TO WORK FOR THE FIRM.

   A. BE ABLE TO STRESS YOUR EDUCATION, TRAINING, EXPERIENCE, INTEREST IN THE FIELD AND THAT IT OFFERS OPPORTUNITIES FOR A PERSON LIKE YOU.

5. GET A GOOD NIGHT'S REST.

6. DRESS APPROPRIATELY FOR THE JOB AND BE WELL GROOMED.

7. THINK POSITIVE.

8. ADDITIONAL POINTS TO REMEMBER.

   A. BE CERTAIN THAT YOU TAKE YOUR PEN AND THAT IT WRITES. ANY COLOR OTHER THAN BLUE OR BLACK IS NOT RECOMMENDED.

   B. TAKE NO CHANCE ON BEING LATE OR RUSHED. GET READY FOR YOU INTERVIEW EARLY.

   C. PREPARE TO GO ALONE. THE EMPLOYER IS INTERESTED IN YOU AND NOT YOUR FATHER, MOTHER, SISTER, BROTHER, COUSIN, OR FRIEND. STAND ON YOUR OWN TWO FEET. YOUR COMPANION WILL NOT BE ABLE TO HELP YOU ON THE JOB.

   D. REMEMBER, THE EMPLOYER CAN BENEFIT FROM THE KIND OF SERVICE YOU CAN OFFER. BE SURE, CONFIDENT, BUT NOT COCKY.

"BE PREPARED"

IT TAKES A LITTLE TIME AND EFFORT TO PREPARE FULLY FOR A JOB INTERVIEW. BELOW ARE SOME MAJOR AREAS YOU WILL HAVE TO KNOW, TO DO, AND TO CONSIDER IN PREPARING FOR THE INTERVIEW.

WRITE THE HEADING ABOVE EACH GROUP THAT YOU FEEL BEST DESCRIBES THE THINGS LISTED IN THAT GROUP.

1. ______________________________
   - A. WORK RECORDS
   - B. PERSONAL DATA SHEET
   - C. SCHOOL RECORDS
   - D. REFERENCES

2. ______________________________
   - A. KINDS OF JOBS AVAILABLE
   - B. FIND OUT INTERVIEWER'S OR PERSONNEL MANAGER'S NAME
   - C. HIRING POLICIES AND PRACTICES
   - D. DIFFERENT PRODUCTS OR SERVICES OFFERED

3. ______________________________
   - A. WHAT YOU CAN DO
   - B. TRAINING YOU HAVE HAD
   - C. WHAT YOU HAVE DONE
   - D. WHAT KIND OF JOB YOU WANT

4. ______________________________
   - A. STRESS INTEREST IN YOUR WORK
   - B. SELL QUALIFICATIONS RATHER THAN NEED FOR A JOB (STRESS YOUR EDUCATION, TRAINING, EXPERIENCE)
   - C. STRESS THAT THE FIRM OFFERS OPPORTUNITIES FOR A PERSON LIKE YOU

5. ______________________________
   - A. ACT ALERT, ATTENTIVE
   - B. STAND UP AND SIT UP STRAIGHT

6. ______________________________
   - A. BE WELL-GROOMED
   - B. DRESS APPROPRIATELY FOR THE INTERVIEW

7. ______________________________
   - A. DISPLAY CONFIDENCE AND SURENESS
   - B. BE YOURSELF
   - C. BE AS POISED AS POSSIBLE

MAJOR AREAS TO BE CONCERNED WITH:

THINK POSITIVE
DRESS APPROPRIATELY FOR THE JOB AND BE WELL-GROOMED
KNOW WHAT YOU HAVE TO OFFER
GATHER TOGETHER, ASSEMBLE AND HAVE ALL NECESSARY PAPERS ARRANGED
LEARN ALL YOU CAN ABOUT THE COMPANY
GET A GOOD NIGHT'S REST
KNOW WHY YOU WANT TO WORK FOR THE FIRM

"BE PREPARED"

1. GATHER TOGETHER, ASSEMBLE AND HAVE ALL NECESSARY PAPERS ARRANGED.
2. LEARN ALL YOU CAN ABOUT THE COMPANY.
3. KNOW WHAT YOU HAVE TO OFFER.
4. KNOW WHY YOU WANT TO WORK FOR THE FIRM.
5. GET A GOOD NIGHT'S REST.
6. DRESS APPROPRIATELY FOR THE JOB AND BE WELL-GROOMED.
7. THINK POSITIVE.

WHAT EMPLOYERS LOOK FOR DURING INTERVIEW

1. PERSONAL INTERESTS AND ACTIVITIES.
    - A. HOBBIES.
    - B. RECREATIONAL AND CULTURAL INTERESTS.
    - C. PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES.
    - D. INTEREST OR ACTIVE PARTICIPATION IN COMMUNITY AFFAIRS.
    - E. AWARENESS OF PRESENT DAY (NEWS) HAPPENINGS.
2. PERSONAL SELF-EXPRESSION.
    - A. ABLE TO THINK AND SPEAK CLEARLY.
    - B. EXPRESSION OF CONFIDENCE IN SPEECH.
    - C. A GOOD SPEAKING VOICE USING GOOD GRAMMER AND GOOD DICTION.
    - D. ASK INTELLIGENT QUESTIONS ABOUT THE PROSPECTIVE COMPANY AND PROSPECTIVE JOB.
    - E. RESPONDS WITH INTEREST TO QUESTIONS ASKED.
    - F. SENSE OF MATURE CAREER PLANNING - KNOWLEDGE OF GOALS, PLANS, AMBITIONS, ETC.
    - G. SENSE OF PREPARATION - KNOWING WHAT YOU WANT TO SAY AND HAVE SOME KNOWLEDGE ABOUT THE COMPANY.
3. MANNERS, PERSONALITY AND CHARACTER TRAITS.
    - A. MATURE.
    - B. FRIENDLY.
    - C. ABILITY TO LAUGH (SENSE OF HUMOR).
    - D. SINCERE.
    - E. COURTEOUS, UNDERSTANDING AND TACTFUL.
    - F. DISPLAY INITIATIVE, INTEREST, ENTHUSIASM AND CONFIDENCE.
    - G. TOLERANT.
    - H. POISE IN HANDLING YOURSELF.
    - I. BEING FRANK AND HONEST.
    - J. SELF-CONFIDENT AND AT EASE.
    - K. ABILITY TO LISTEN.
    - L. CREATIVE.
4. PERSONAL APPEARANCE.
    - A. GOOD HEALTH.
    - B. CLEAN-CUT.
    - C. WELL-GROOMED.
    - D. PHYSICALLY ENTHUSIASTIC.
    - E. APPROPRIATE CLOTHES.
5. PAST WORK EXPERIENCE.
    - A. PROMOTIONS.
    - B. SALARY RAISES.
    - C. PROGRESS DURING MILITARY SERVICE.
    - D. REASON FOR LEAVING.

6. A GOOD AND/OR GREATLY IMPROVED ACHIEVEMENT AND SCHOLASTIC RECORD.

7. INTERESTED IN OPPORTUNITY AND RESPONSIBILITY AND WILLING TO ACCEPT BEGINNING JOB REQUIREMENTS.

8. NECESSARY PAPERS COMPLETELY AND NEATLY FILLED OUT.

WHY PEOPLE AREN"T HIRED

NEGATIVE FACTORS EVALUATED DURING THE EMPLOYMENT INTERVIEW AND WHICH FREQUENTLY LEAD TO REJECTION OF THE APPLICANT, IN ORDER OF FREQUENCY (AS REPORTED BE 153 COMPANIES SURVEYED BY FRANK S. ENDICOTT, DIRECTOR OF PLACEMENT, NORTHWESTERN UNIVERSITY).

1. POOR PERSONAL APPEARANCE
2. OVERBEARING - OVERAGGRESSIVE - CONCEITED "SUPERIORITY COMPLEX"- "KNOW-IT-ALL"
3. INABILITY TO COMMUNICATE CLEARLY - POOR VOICE, DICTION, GRAMMAR
4. LACK OF PLANNING FOR A CAREER - NO PURPOSE AND GOALS
5. LACK OF INTEREST AND ENTHUSIASM - PASSIVE, INDIFFERENT
6. LACK OF CONFIDENCE AND POISE - NERVOUSNESS - ILL-AT-EASE
7. FAILURE TO PARTICIPATE IN ACTIVITIES
8. OVEREMPHASIS ON MONEY - INTEREST ONLY IN BEST DOLLAR OFFER
9. POOR SCHOLASTIC RECORD - JUST GOT BY
10. UNWILLING TO START AT THE BOTTOM - EXPECTS TOO MUCH TOO SOON
11. MAKES EXCUSES - EVASIVENESS - HEDGES ON UNFAVORABLE FACTORS IN RECORD
12. LACK OF TACT
13. LACK OF MATURITY
14. LACK OF COURTESY - ILL MANNERED
15. CONDEMNATION OF PAST EMPLOYERS
16. LACK OF SOCIAL UNDERSTANDING
17. MARKED DISLIKE FOR SCHOOL WORK
18. LACK OF VITALITY
19. FAILS TO LOOK INTERVIEWER IN THE EYE
20. LIMP, FISHY HANDSHAKE
21. INDECISION
22. INDEFINITE RESPONSE TO QUESTIONS
23. UNHAPPY MARRIED LIFE
24. FRICTION WITH PARENTS
25. SLOPPY APPLICATION BLANK
26. MERELY SHOPPING AROUND
27. WANTS JOB ONLY FOR SHORT TIME
28. LITTLE SENSE OF HUMOR
29. LACK OF KNOWLEDGE OF FIELD OF SPECIALIZATION
30. PARENTS MAKE APPLICANT'S DECISIONS
31. NO INTEREST IN COMPANY OR IN INDUSTRY
32. EMPHASIS ON WHOM HE OR SHE KNOWS
33. UNWILLINGNESS TO GO WHERE SENT
34. CYNICAL
35. LOW MORAL STANDARDS
36. LAZY

37. INTOLERANT - STRONG PREJUDICES
38. NARROW INTERESTS
39. HIGH-PRESSURE TYPE
40. POOR HANDLING OF PERSONAL FINANCES
41. NO INTEREST IN COMMUNITY ACTIVITIES
42. INABILITY TO TAKE CRITICISM
43. LACK OF APPRECIATION OF VALUE OF EXPERIENCE
44. RADICAL IDEAS
45. LATE TO INTERVIEW WITHOUT GOOD REASON
46. NEVER HEARD OF COMPANY
47. FAILURE TO EXPRESS APPRECIATION FOR INTERVIEWER'S TIME
48. ASKS NO QUESTIONS ABOUT THE JOB

WHY PEOPLE ARE OR AREN'T HIRED

CHECK THE REASONS WHY PEOPLE AREN'T HIRED.

1. _____WELL-GROOMED
2. _____ABILITY TO LISTEN
3. _____LITTLE SENSE OF HUMOR
4. _____ILL-MANNERED
5. _____POOR SCHOLASTIC RECORD
6. _____SELF-CONFIDENT
7. _____MATURE
8. _____LAZY
9. _____ASKS NO QUESTIONS ABOUT THE JOB
10. _____ABLE TO THINK AND SPEAK CLEARLY
11. _____LACK OF MATURITY IN CAREER PLANNING - NO KNOWLEDGE OR GOALS, PLANS, AMBITIONS, ETC.
12. _____HAVE RECREATIONAL AND CULTURAL INTERESTS
13. _____KNOWS NOTHING ABOUT THE COMPANY
14. _____INTREST OR ACTIVE PARTICIPATION IN COMMUNITY AFFAIRS
15. _____CRITICIZE FORMER EMPLOYERS OR WORKERS
16. _____WILLING TO ACCEPT BEGINNING JOB REQUIREMENTS
17. _____FRANK AND HONEST
18. _____FAILS TO LOOK INTERVIEWER IN THE EYE
19. _____SLOPPY APPLICATION BLANK
20. _____RESPONDS WITH INTEREST TO QUESTIONS ASKED

MAKE A LIST OF THE 8 MAIN THINGS THAT AN EMPLOYER LOOKS FOR DURING AN INTERVIEW:

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

1.
2.
3. X - LITTLE SENSE OF HUMOR
4. X - ILL-MANNERED
5. X - POOR SCHOLASTIC RECORD
6.
7.
8. X - LAZY
9. X - ASKS NO QUESTIONS ABOUT THE JOB
10.
11. X - LACK OF MATURITY IN CAREER PLANNING - NO KNOWLEDGE OF GOALS, PLANS, AMBITION, ETC.
12.
13. X - KNOWS NOTHING ABOUT THE COMPANY
14.
15. X - CRITICIZE FORMER EMPLOYER OR WORKERS
16.
17.
18. X - FAILS TO LOOK INTERVIEWER IN THE EYE
19. X - SLOPPY APPLICATION BLANK
20.

WHAT EMPLOYERS LOOK FOR DURING INTERVIEW

1. PERSONAL INTERESTS AND ACTIVITIES
2. PERSONAL SELF-EXPRESSION
3. MANNERS, PERSONALITY AND CHARACTER TRAITS
4. PERSONAL APPEARANCE
5. PAST WORK EXPERIENCE
6. A GOOD AN/OR GREATLY IMPROVED ACHIEVEMENT AND SCHOLASTIC RECORD
7. INTERESTED IN OPPORTUNITY AND RESPONSIBILITY AND WILLING TO ACCEPT BEGINNING JOB REQUIREMENTS
8. NECESSARY PAPERS COMPLETELY AND NEATLY FILLED OUT

EVALUATION OF ROLE-PLAYING INTERVIEW

1. DID YOU FEEL AT EASE IN THIS SITUATION?
2. DO YOU FEEL YOUR QUESTIONS WERE RELEVANT FOR THIS INTERVIEW?
3. WERE YOU ABLE TO ANSWER THE PROSPECTIVE EMPLOYER'S QUESTIONS?
4. DID YOU FEEL THE QUESTIONS YOU LISTED AS A PROSPECTIVE EMPLOYER, PAGE 4, PART B, WERE IMPORTANT AND EASILY ANSWERED?
5. DO YOU FEEL THIS MOCK INTERVIEW BETTER PREPARED YOU FOR A REAL INTERVIEW SITUATION?
6. HOW DO YOU THINK THE MOCK INTERVIEW BETTER PREPARED YOU FOR A REAL INTERVIEW?
7. HOW DID YOU REACT TO VIEWING YOURSELF ON TAPE?

INTERVIEWING APPLICANTS

THE CARSWELL CLOTHING STORE HAS A NEED FOR A SALESPERSON IN THE MEN'S DEPARTMENT. MR. CARSWELL, THE OWNER, INTERVIEWS THE FOLLOWING APPLICANTS.

APPLICANT NO. 1

JOHN ATMAN IS 18. HE GRADUATED FROM HIGH SCHOOL THREE WEEKS AGO AND HAS NEVER WORKED. JOHN'S GRADES IN SCHOOL WERE MOSTLY A'S AND B'S, AND HIS COUNSELOR ENCOURAGED HIM TO GO TO COLLEGE. JOHN'S PARENTS CANNOT AFFORD TO SEND HIM AWAY TO COLLEGE, AND THERE IS NO COLLEGE IN HIS HOMETOWN. HE THINKS THAT IF HE WORKS FOR A YEAR AND SAVES HIS MONEY, HE CAN GO AWAY TO COLLEGE AND HIS PARENTS CAN HELP HIM SOME. JOHN IS 5'8 TALL, WEIGHS 205 AND HAS A RATHER OUTGOING PERSONALITY. HE ARRIVED FOR THE INTERVIEW ABOUT FIVE MINUTES BEFORE HIS APPOINTMENT WEARING SLACKS AND AN OPEN-COLLAR SPORT SHIRT.

APPLICANT NO. 2

KENT BENNET IS 19. HE DROPPED OUT OF HIGH SCHOOL WHEN HE WAS 16 AND IN THE 10TH GRADE. HE HAS WORKED ON A NUMBER OF JOBS BUT NEVER STAYED WITH ONE FOR MORE THAN FOUR MONTHS. HIS EXPERIENCE INCLUDED WORKING AS A SERVICE STATION ATTENDANT, COUNTER SALESPERSON, DELIVERY PERSON, PRINTER, AND CUSTODIAN. KENT DOESN'T KNOW WHAT HE WANTS TO DO WITH HIS LIFE, AND HE DOESN'T THINK ABOUT WHERE HE WILL BE FIVE, TEN, OR TWENTY YEARS FROM NOW. HIS MAIN INTEREST PRESENTLY IS TO BUY A NEW FORD LIKE THE ONE HIS COUSIN HIS COUSIN HAS. KENT IS 6' TALL AND WEIGHS 180. HE WORE A DRESS SHIRT, TIE, SLACKS, AND A SPORT COAT FOR THE INTERVIEW; AND HE WAS ON TIME FOR HIS APPOINTMENT.

APPLICANT NO. 3

LYLE COATS IS 18. HE GRADUATED FROM HIGH SCHOOL THREE WEEKS AGO AND WORKED PART-TIME AS A SALESPERSON IN A BICYCLE SHOP DURING HIS SENIOR YEAR. HIS GRADES IN SCHOOL WERE MOSTLY C'S. HE THINKS THAT HE WOULD LIKE TO GO INTO SALES AS A CAREER BUT WANTS TO ATTEND A TWO-YEAR COLLEGE TO MEET THE REQUIREMENTS FOR THEUNIVERSITY AND THEN MAJOR IN BUSINESS ADMINISTRATION. HE WOULD LIKE TO WORK AT CARSWELL'S FOR A YEAR AND A SUMMER TO SAVE MONEY FOR COLLEGE. LYLE IS 5'9" TALL AND WEIGHS 160. HE ARRIVED FOR HIS APPOINTMENT FIVE MINUTES EARLY WEARING JEANS AND AN OPEN-COLLAR SPORT SHIRT. HE HAS AN OUTGOING PERSONALITY.

APPLICANT NO. 4

MARK DOWNS IS 18. HE GRADUATED FROM HIGH SCHOOL THREE WEEKS AGO AND WORKED PART TIME AS A FRY COOK DURING HIS SENIOR YEAR. HE DID WELL IN HIGH SCHOOL BUT HAS NO INTEREST IN GOING TO COLLEGE. HE WOULD LIKE TO BECOME A TOP SALES PERSON SOME DAY AND IS WILLING TO WORK HARD TO SUCCEED - THIS WAS SHOWN IN HIS GRADES IN SCHOOL. MARK IS WILLING TO ATTEND NIGHT SCHOOL TO IMPROVE HIS SKILLS IN SELLING. HE IS 5'7" TALL AND WEIGHS 140 POUNDS. HE ARRIVED A FEW MINUTES LATE FOR HIS INTERVIEW, WEARING A DRESS SHIRT, TIE, SLACKS, AND A SPORTS COAT.

EVALUATING APPLICANTS

IF YOU WERE MR. CARSWELL, WHICH OF THESE FOUR APPLICANTS WOULD YOU HIRE? EXPLAIN YOUR CHOICE.

IF YOUR FIRST CHOICE DECLINED THE OFFER AND TOOK ANOTHER JOB, WHICH WOULD YOU THEN HIRE? WHY?

WHICH OF THESE APPLICANTS WOULD YOU NOT HIRE EVEN IF YOU HAD TO ADVERTISE THE OPENING AGAIN AND INTERVIEW ADDITIONAL APPLICANTS? WHY?

PREPARING FOR AN INTERVIEW

1. LIST FIVE (5) THINGS THAT AN EMPLOYER LOOKS FOR DURING AN INTERVIEW.

    1.
    2. 2.
    3.
    4.
    5.

2. EXPLAIN THE PURPOSE OF AN INTERVIEW.

3. NAME OR LIST SIX (6) THINGS THAT YOU CAN CHECK OR DO TO PREPARE FOR AN INTERVIEW.

    1.
    2.
    3.
    4.
    5.
    6.

4. TWO COMMON METHODS USED IN ARRANGING FOR A JOB INTERVIEW ARE:

    1.
    2.

5. TRUE OR FALSE - ANSWER BY CIRCLING "T" FOR TRUE OF "F" FOR FALSE:

    T F 1. IT IS NOW CONSIDERED PROPER TO LIGHT UP A CIGARETTE DURING THE INTERVIEW.

    T F 2. THERE IS NOT MUCH YOU CAN DO TO PREPARE FOR AN INTERVIEW.

    T F 3. IF YOU ARE NERVOUS, IT IS A GOOD IDEA TO TAKE A FRIEND TO SIT IN WITH YOU DURING THE INTERVIEW.

    T F 4. YOU SHOULD STAND UNTIL THE INTERVIEWER ASKS YOU TO SIT.

    T F 5. THE WAY YOU ARE DRESSED AND GROOMED WILL BE TAKEN INTO CONSIDERATION BY THE INTERVIEWER IN DECIDING WHETHER OR NOT YOU SHOULD BE HIRED.

AS-17-8 (KEY)

1. FIVE THINGS THAT AN EMPLOYER LOOKS FOR DURING AN INTERVIEW ARE:

   A. PERSONAL INTERESTS AND ACTIVITIES (HOBBIES, RECREATIONAL AND CULTURAL INTERESTS, PARTICIPATING IN EXTRACURRICULAR ACTIVITIES).

   B. PERSONAL SELF-EXPRESSION (ABLE TO THINK AND SPEAK CLEARLY, SENSE OF MATURE CAREER PLANNING, ASK INTELLIGENT , QUESTIONS ABOUT THE PROSPECTIVE COMPANY AND PROSPECTIVE COMPANY AND PROSPECTIVE JOB).

   C. MANNERS, PERSONALITY AND CHARACTER TRAITS (MATURE, FRIENDLY, ABILITY TO LAUGH-SENSE OF HUMOR, SINCERE, FRANK AND HONEST, COURTEOUS).

   D. PERSONAL APPEARANCE (GOOD HEALTH, CLEAN-CUT, WELL-GROOMED, PHYSICALLY ENTHUSIASTIC, APPROPRIATE CLOTHES).

   E. PAST WORK EXPERIENCE (PROMOTIONS, SALARY RAISES, REASON FOR LEAVING).

   F. A GOOD AND/OR GREATLY IMPROVED ACHIEVEMENT AND SCHOLASTIC RECORD.

   G. INTERESTED IN OPPORTUNITY AND RESPONSIBILITY AND WILLING TO ACCEPT BEGINNING JOB REQUIREMENTS.

   H. NECESSARY PAPERS COMPLETELY AND NEATLY FILLED OUT.

2. THE PURPOSE OF AN INTERVIEW IS:

   THE PURPOSE OF ANY INTERVIEW IS TO GIVE THE INTERVIEWER AN OPPORTUNITY TO LEARN SOMETHING ABOUT YOUR PERSONALITY, YOUR EDUCATION AND TRAINING, YOUR WORK EXPERIENCE AND THE REFERENCES YOU CAN GIVE.

3. SIX THINGS THAT YOU CAN CHECK OR DO TO PREPARE FOR AN INTERVIEW ARE:

   1. LEARN ALL YOU CAN ABOUT THE COMPANY.
   2. GATHER TOGETHER, ASSEMBLE AND HAVE ALL NECESSARY PAPERS ARRANGED.
   3. KNOW WHAT YOU HAVE TO OFFER
   4. KNOW WHY YOU WANT TO WORK FOR THE FIRM.
   5. GET A GOOD NIGHT'S REST
   6. DRESS APPROPRIATELY FOR THE JOB AND BE WELL GROOMED.

4. TWO COMMON METHODS USED IN ARRANGING FOR A JOB INTERVIEW ARE:

   1. TELEPHONE
   2. LETTER OF APPLICATION

5. TRUE OR FALSE

   1. FALSE
   2. FALSE
   3. FALSE
   4. TRUE
   5. TRUE